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ABSTRACT

Language qualifications and graduates are likely to be in demand in the 1990s and in the future. In response to this demand, this book provides information and advice to sixth formers (British students aged 16 or more) who wish to extend their study of languages and to equip themselves with marketable linguistic skills. The book will also provide the language student with advice on how to make informed choices from the range of degree courses being offered, on applying for jobs, interviewing, study abroad, and information on the European Community. The guide is intended for students in Great Britain but provides valuable information to language students of all nationalities. (JL)

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DEGREE OF FLUENCY

ANN KING

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THE SIXTH FORMER'S GUIDE TO
LANGUAGE DEGREE COURSES

ED343383

FL 019 971



£10.95

DEGREES OF FLUENCY

*The sixth former's guide
to language degree courses*

Ann King

C^oLT

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I should like to record my thanks to these former students of the Richard Huish College whose words and experiences appear in print in this publication:

Alexandra, Alison, Carol, Christopher, Danielle,
Greg, Jenny, Jill, Joanna, Mhairi, Paul, Rachel,
Samantha, Sam, Sara and Susana.

Ann King
March 1990

Ann King is First Deputy Principal at the Richard Huish College in Taunton, Somerset, where one of her tasks is to advise sixth form students on higher education courses. As a teacher of French she naturally has a particular interest in modern language courses.

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QUALIFICATIONS ... An introductory note

Recently, higher education institutions have become more flexible in their entrance requirements and a greater variety of qualifications is now welcome.

Throughout this book course requirements have been quoted in terms of 'A' levels since this is the examination most commonly taken by sixth-formers. 'AS' levels are relatively new, and are equal in terms of points' score to half an 'A' level (a B grade at 'A' level scores 8 points while a B grade at 'AS' level scores 4). Institutions will accept them in place of a third 'A' level; some will accept them in place of an 'A' level in a specified subject. Applicants should check prospectuses carefully, and contact the department concerned if they are in doubt.

In addition, there are examinations offering parallel qualifications to 'A' and 'AS' levels which give other routes to higher education:

Students in Scotland will usually have done the Scottish Certificate of Education (SCE) Highers and perhaps the Certificate of Sixth Year Studies (CSYS) in addition.

The Business and Technician Education Council (BTEC) National Certificate or Diploma is also

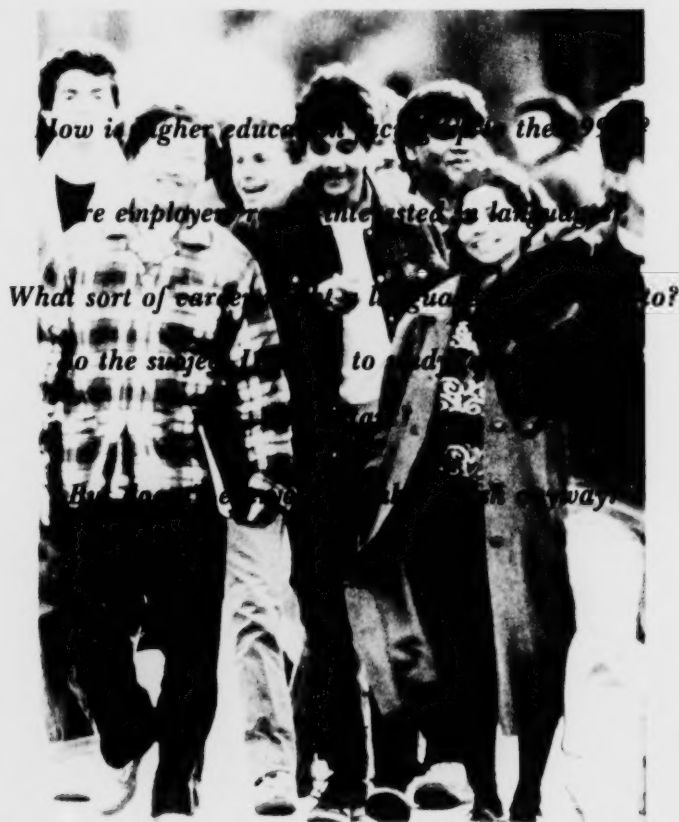
recognised as an alternative to 'A' level, but applicants will probably be asked to get merits or distinctions in at least three level III units. Similarly, SCOTVEC qualifications are acceptable from Scottish students.

The two Baccalaureates - the International (IB) and the European (EB) - provide other routes to a degree course. It is important to have gained the diploma - individual subjects will not be acceptable, although applicants will probably have to get specified grades in particular subjects.

University, polytechnic and college prospectuses may quote their standard offers in terms of these other qualifications, but if they do not, applicants who are taking SCE Highers (and CSYS), BTEC, SCOTVEC, the IB or the EB, should write to the departments they are keen to apply to and ask for advice.

CHAPTER 1

What can I do with my languages?



Languages are becoming more and more important. If you choose to read for a degree in modern foreign languages, or in languages allied to another specialism, you will find that a host of interesting careers are opened up to you. Apart from the more obvious possibilities in translating, interpreting, teaching and tourism, languages are of direct use in a whole range of jobs in business, industry, advertising, banking, finance, public relations, marketing, engineering, law, and so on. A glance at advertisements in the press will show you that an increasing number of organisations require or prefer their employees to be proficient in, or to have the ability to learn foreign languages - usually the languages of our European partners.

The 1990s are likely to bring increased opportunities for the languages graduate. The final removal of the trade barriers at the end of 1992, which will make the European Community a single market, will at the same time make it a single jobs market, so that anyone from any of the member states will be eligible to apply for a job anywhere within the Community. Clearly, this will affect employment patterns significantly, not just in the United Kingdom, but in the other 11 member states. If you are able to speak other languages in addition to English, and can therefore operate in your chosen field in other countries, you will be likely to be able to set your own terms from 1992 onwards, and will help to lead Britain into Europe.

But we must not be complacent. 1992 will bring opportunities but it may also bring increased competition for jobs. The ability to speak another language will no longer be just a desirable asset, it may well make all the difference to you when you are going for a job in competition with candidates of other nationalities who have similar qualifications and who may very well speak English fluently, as well as their

mother tongue (and probably even one or two other languages as well).

Another feature of the 1990s is the demographic downturn which is resulting in 25% fewer 18-year-olds over the period to 1994. This may well mean that there will be fewer graduates around. Not only will language qualifications be in demand, but graduates are likely to be so too. What better time to study languages to degree level!

How is higher education facing up to the 1990s ?

Because of the growing interest in languages, higher education institutions are responding by developing new language courses, many of them largely vocational. Gradually, more and more of our universities and polytechnics are developing close links with partner institutions in mainland Europe, and are collaborating with them to put on courses which involve periods of study abroad at the partner institution often leading to the award of foreign qualifications in addition to the British degree.

The establishment of the European Community Action Programmes, ERASMUS and COMETT, in 1987 now means that students and new graduates in the member states of the EC will have enhanced opportunities to study, undergo training and undertake work-placements in other member states. British degree programmes which offer an undergraduate the opportunity, under the ERASMUS scheme, to enrol on a course in another member state are beginning to increase in number.

Are employers really interested in languages?

Yes, they are. In March 1989, according to the Sunday Times, one company, as part of its 'milk-round' programme to the universities and polytechnics, decided to hold presentations in French, Dutch and West German universities with the aim of attracting up to 30 foreign graduates. 'The idea is to hire people who understand Europe', explained their head of graduate recruitment. Your language qualification, and your knowledge of another culture could prove to be just what a particular organisation is looking for. If you have a degree, plus the ability to communicate in a foreign language you are likely to be especially attractive to multi-national companies and to industrial, commercial and professional organisations which have dealings overseas.

You are also likely to be attractive to employers abroad, particularly in mainland Europe. If the idea of travelling and working abroad appeals to you then you should take steps to provide yourself with the appropriate qualifications. Many British firms are currently happy to recruit graduates from any discipline and offer them on-the-job training, but continental employers are usually seeking those who have a specific educational background. Equip yourself with a degree, in computing, business, finance, economics, engineering or marketing, for example, in addition to competence in one or more foreign languages and you are sure to extend the range of career opportunities open to you, and could well land yourself an extremely good and interesting job.

What sort of career might a language degree lead to?

These statistics were published in 1989 by the Association of Graduate Careers Advisory Services (AGCAS) in their annual publication *What do Graduates do?*

Modern foreign languages

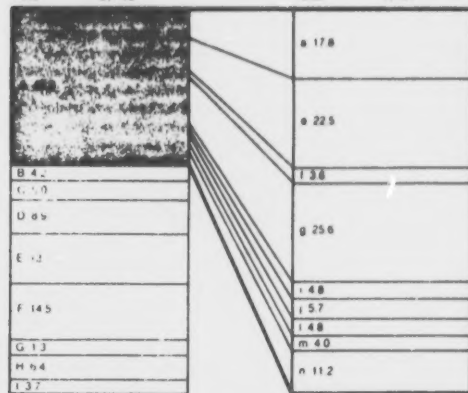
University

First destination (1987)

Men	969
Women	2,777
Total	3,746

Type of work (1987)

Men	396
Women	1,011
Total	1,407



First destination (1987)

- A Permanent UK employment
- B Short-term UK employment
- C Further academic study
- D Teacher training
- E Other training
- F Overseas employment
- G Overseas students leaving UK
- H Unemployed
- I Not available

Type of work (1987)

- a Administration and operational management
- b Research design development
- c Scientific support service
- d Environmental planning construction
- e Sales marketing buying

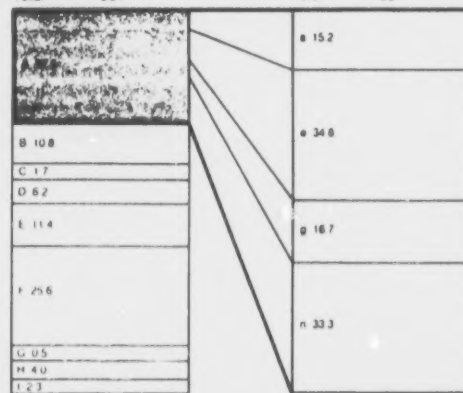
Polytechnic

First destination (1987)

Men	61
Women	170
Total	231

Type of work (1987)

Men	19
Women	47
Total	66



- f Management services computing
- g Financial work
- h Legal work
- i Literary, entertainment and other creative work
- j Information, library, museum work

- k Personnel
- l Health and social welfare
- m Teaching and lecturing
- n Others (including all categories with under 3%)

Total number of respondents to survey
University 3,328
Polytechnic 176

They show that of the 42.3% of university students graduating in languages in 1987 and who went into permanent employment, the majority (25.6%) went into financial work, closely followed by 22.5% who went into some form of marketing, and 17.8% who went into management. Of polytechnic graduates in the same year, the majority (34.8%) went into marketing, 16.7% into financial work and 15.2% into management. Well over half of them, therefore, went to work in the financial/commercial sector in some capacity or another. And it is interesting to note that these figures show an overall increase on the previous year's.

You may feel that this sort of work is not for you. Why are people who have spent four years studying languages choosing such different sorts of careers anyway? But if you look at the charts carefully, you will see that a fair number enter overseas employment, some enter teaching directly or go on to teacher training, some go into literary, entertainment or other creative work. What is encouraging is that not many are unemployed on graduation, compared with graduates in some other subjects.

In fact language graduates go into a very wide range of occupations, and not necessarily ones which in the first instance require ability in a language. But research has shown that these people usually find that their languages are a useful qualification when they seek promotion within the company they work for, or come to apply for a second, or any subsequent job.

Every summer employers visit the universities and polytechnics up and down the country to recruit good graduates, in a process that has come to be known as the 'milk-round'. This is now being supplemented by 'Graduate Recruitment Fairs' which take place at a time which avoids the period leading up to final examinations, thus enabling final year students to

concentrate on their work and to leave their job hunting until they have the worry of their all-important examinations out of the way. Employers make a considerable investment in these recruitment drives simply because they are keen to attract the best of each year's crop of higher education leavers, and although many of them are looking for graduates with a particular specialism, the actual degree subject is not always important, as the research done by AGCAS shows in these comments from employers, quoted in the 1988 and 1989 editions of *What do Graduates do?*:

In seeking recruits, Touche Ross attaches importance to intellectual and personal skills Your degree discipline is not significant to us.

(Touche Ross is an international firm of chartered accountants)

We seek graduates from any degree discipline with lively, practical minds trained to think clearly and effectively.

(John Lewis Partnership)

For many of our vacancies, degree discipline is not important, but personal qualities are crucial Flexibility to adapt and to manage change, the ability to learn quickly and communicate effectively are vital qualities in our new graduate recruits.

(United Biscuits (UK) Ltd)

So the subject I choose to study is not all that important?

Perhaps not. The actual career destinations of young people leaving institutions of higher education is, in very many cases, quite unrelated to the subject they studied. A British employer regards a graduate recruit

as someone with a disciplined mind and a certain level of intellectual potential - as we have just seen, the degree subject itself is not always significant. A degree will, without any doubt, enhance your employment prospects. And since companies will often pay extra to those with language skills, a degree which includes languages is well worth serious consideration.

In your choice of degree subject an important factor should be your chances of ultimate success. What is important is that you should get a good degree. So if you do a subject that you really like, that you think you will enjoy throughout the three or four years of study, your chances of success are likely to be higher than if you choose a subject solely for its immediate career possibilities and have to slog away at it. Although all the signs point to the fact that languages are going to be increasingly important in career terms, this factor should not really be the overriding one in your choice of degree subject.

It should be said, too, that a language qualification only really becomes a winner in the job market when you have some other area of expertise alongside it. This might be management training, a teaching qualification, or secretarial or information technology skills, for example. When you get that other qualification is really a matter of your own personal choice and circumstances.

After qualifying in languages, for instance, you could take a job with a company which would train you for whichever job it needed you to do. Or you could follow up your degree course with an advanced secretarial course; or train to become a teacher by taking a one-year course leading to a postgraduate certificate in education (PGCE); or you could take a course in teaching English as a foreign language (TEFL), and go and teach abroad, perhaps; or you

could train for a qualification in speech therapy (particularly if you have done linguistics as a significant part of your degree course); or you could take a postgraduate qualification in translating and/or interpreting - if you have done a joint degree in a science and a language, or law and a language, you would be particularly well placed to learn to translate specialist texts (there is quite a demand for legal translators, for example).

You could however get the other qualification as part of your higher education course. There are joint- and combined honours courses with a language or languages as a greater or lesser part (check carefully just how much!). The range of subjects that can be studied in combination with a language is very wide indeed, and will be dealt with in detail in Chapters 5 and 6. Many of these, such as accountancy, banking, business studies, librarianship, law and management are vocational in nature, and successful graduates from these joint/combined courses usually find it easier to get jobs than those with a pure language degree.

But doesn't everyone speak English anyway?

This is simply not true. The advertisement on page 10 appeared in the French news magazine *L'Express* in 1986.

Admittedly its purpose is to encourage more English-speaking people to buy *L'Express*, but the fact remains that according to the magazine's statistics, only two European business or professional people out of five speak English, and so to be able to have dealings with them, we, the British, must also speak French. And, of course, German, and Spanish, and Italian, and modern Greek, and so on In the business world there is a need, too, for speakers of Japanese and Arabic. British

The trumpet of the ear
from the postillion has been
beated by the thunder,
is it not that it is?



companies also have dealings with Switzerland and Scandinavia, and relations are developing with Eastern bloc countries.

Many British commercial and professional organisations are at last realising that they must appoint staff who can communicate with their business partners abroad in their language rather than expect the rest of the world to speak English. And for those wishing to have successful dealings with another country, just as important as the ability to speak the language is an awareness and understanding of the culture and customs of that country. The development of this sort of

awareness is part of any modern language degree course.

In his introduction to *Languages in British business* (CILT, 1988) - a survey of the importance of languages for British business, which he edited - Stephen Hagen makes the point that:

British companies have been able to 'muddle through' in past years, thanks largely to a buoyant domestic market and traditional ties with English-speaking countries, especially those in North America and the Commonwealth. Whilst our share of world trade has been steadily declining the proportion of Britain's exports to the non-English-speaking world has increased. What is clear, however, is that Britain's trade deficit in manufactured goods would be reversed if more balanced trade could be established with only three countries: West Germany, Japan and Italy. It is not fortuitous that German, Italian and Japanese come respectively second, fourth and sixth in the rank of foreign languages most lacking in our aggregate sample of British companies The survival of manufacturing in this country will depend on exports to non-English-speaking markets.

On average, 44% of companies contacted as part of this survey recognised the need to employ people with language competence in order to export successfully. Stephen Hagen concludes:

The key finding of the study suggests that a substantial number of British companies now recognise that their lack of access to certain foreign languages and skills has lost them potential trade.

This situation is obviously one that you, if you are looking for a career where you can use your languages, should try to exploit.

Checklist

What can I do with my languages?

1. Graduates are in demand, and employers visit universities and polytechnics annually to recruit good final year students.
2. Employers are increasingly finding language graduates attractive, particularly with the advent of the single European market in 1992.
3. 1992 will bring career opportunities for language graduates, but it will also mean that Britons will be in competition for jobs with candidates from other EC member states, many of whom will be able to speak at least one language other than their mother tongue.
4. Language graduates go into a wide range of careers and often find their ability to speak languages a crucial factor in getting promotion or their next job.
5. Many British commercial and professional organisations are seeking to appoint staff with language skills and a knowledge of the culture and customs of the foreign countries with which they have dealings.

CHAPTER 2

Does it matter what sort of course I choose?



If you are reading this book you will probably already have decided that you want to study a modern language as all or part of your course at a university, polytechnic or college/institute of higher education. Having taken that decision, though, you will find out that the variety of course available to you is enormous. And in this sense, it does matter which course you choose. It is up to you to choose as sensibly as you can, since it is you who will be spending three or four very important and formative years of your life on the course, and in a completely new environment.

What qualifications ought I to have?

First of all, you need to know if you are qualified for the course for which you would like to apply. Do you have the right 'O' levels/GCSEs? Are you studying (and likely to be sufficiently successful in) the right subjects at 'A'/'AS' level?

There are several books which can help you here, but some are a bit expensive, so see if you have them in your school/college careers library, or perhaps in a local public library:

University Entrance: The Official Guide (published annually), which outlines the 'general requirement' in terms of examinations you have taken or are about to take, as well as specific course requirements, subject by subject, and standard offers for each course.

This book also contains a number of other useful features, including outline descriptions of each university or university college.

Polytechnic Courses Handbook (published annually), which contains descriptions of the polytechnics and of

all the degree, diploma and other advanced non-degree courses they offer.

The Colleges and Institutes of Higher Education Guide (published annually). A useful introduction to the colleges and the courses they offer. Those who know they want to study languages, however, may find the next publication easier to use.

A Guide to Language Courses in Polytechnics and Similar Institutions, which gives full descriptions of some 200 full and part-time courses in modern languages, or courses containing greater or lesser elements of modern language study in the polytechnics and colleges of higher education.

The Complete Degree Course Offers by Brian Heap (published annually), which, amongst a lot of very useful information, lays out, subject by subject, the usual 'A' level offers made by universities, polytechnics and colleges of higher education.

If your school or college lets you know what grades they will be predicting on your UCCA/PCAS/CRCH form, then you should be able to work out whether you are in with a chance of a place. If it is the policy of your school or college not to let you into the secret, then you should be able to work out a rough prediction in a given subject by assessing how well (or badly!) you have done in your school/college exams, and by a bit of judicious questioning of your teachers: *The course I am interested in applying for requires me to get a B in German. Do you think I should be able to get that, or would I be wasting an UCCA choice?*

A word of warning, however: such a publication is, because of needs to meet publishing deadlines and so on, at least twelve months out of date, which can make

a difference here and there to the offers quoted. You would be wise, therefore, to use the information on offers as a useful guide, rather than hard and fast rules - particularly since admissions tutors often make offers to suit individual circumstances. They have occasionally been known to make a lower offer if they particularly like an applicant, or to make a high-ish offer to encourage a student to work hard, and then perhaps contact the school or college to say that they will still consider the applicant even if he/she does not quite meet the offer. But don't bank on it!

It is important, too, to issue a second word of warning: you will read in all these publications that some subjects are 'required' at 'O' level/GCSE or 'A'/'AS' level, and that others are 'preferred'. However, generally speaking, the competition for higher education places is now so stiff that you could well be at a disadvantage if you did not have a satisfactory grade or a satisfactory predicted one in a 'preferred' subject.

How do I know if the course is For ME?

Having decided which higher education institutions you are interested in, you must read the prospectuses carefully. There is very often a world of difference between courses with the same, or almost the same name at different institutions, and apart from running the risk of wasting a choice by making a 'blind' application, you can look really silly at interview if you know very little about their course, and can hardly be regarded by your interviewers as a serious candidate. For instance, a course in French at one institution may contain, in addition to language work, a large component of French literature, probably from the middle ages to the present day, and possibly also a study of the history of the language, and how it developed

from late Latin. Another course may include the study of French cinema. Another may offer little or no literature, and the emphasis may be on linguistics, and/or the contemporary scene in France, including the study of sociology, politics and economics. You should find out, too, if you can, how much emphasis is placed on the use of the language as a means of communication, how much of the teaching is done in the foreign language, and whether such skills as interpreting and translating are included in the language work (they sometimes are in the final year).

You may have to write to individual departments (tactfully!) for such information, or wait until you can go to an open day or an interview before you can find the answers to all these questions; some institutions may even be happy for you to make a private visit. Many of your questions, however, will be answered if you read the prospectuses thoroughly.

You can get these prospectuses free on application, either by letter or telephone, from any of the higher education institutions, but you will probably find that they are available for your use in your school/college careers library.

Many departments issue separately published details about individual courses, so it would be perfectly in order to write away for these. And if you are planning to study a subject that you have not studied at school, like for example, linguistics or law, you might also make some enquiries of the relevant department about books you might read to prepare yourself. While on the subject of background reading, Brian Heap's *Degree Course Offers*, mentioned above, recommends such books, where appropriate.

What other factors should I bear in mind?

There are other questions to consider about the organisation of the course - some easier to ask tactfully than others! - and although I shall go into more detail about them in chapter 7 I shall list them here for easy reference:

How is the teaching organised?

What is the assessment pattern?

How large is the department?

Would I be able to switch courses?

What time, if any, is spent abroad?

How is the time spent?

What is the failure rate at the end of each course year?

What jobs did last year's finals students get?

You should be considering social issues, too. After all, three or four years is a long time to spend in a place, particularly if you are unhappy there. You should take steps to find out the institution's policy on accommodation - they all have accommodation offices that you can contact. If your accommodation is likely to be some way away from where you will be studying will you be able to cope with/pay for the travelling each day? Does the institution run special buses? You should weigh up, too, the advantages and disadvantages of institutions in town as opposed to those set apart on their own campus. You should try to visit, to assess how you would feel living in this new environment. If you come from the comparative peace of the countryside, for instance, how would you feel about living in the rush and bustle of the town, and vice versa?

And if you have particular interests which are important to you, like music, horse-riding or wind-surfing, will you be able to keep those interests going

while you are away from home? And if you can't, does it matter to you?

All this suggests that you need to get going on the whole business of choosing your course as soon as you can. Although it is not really practical to make final decisions until towards the end of your lower sixth year, because you will need to see how you do in your end-of-year examinations, for one thing, and will need to talk to your teachers about your chances of success in your 'A' levels, this should not stop you from starting your search. You can use many sources of information as well as the ones mentioned above. Your school/college will no doubt have offered you the opportunity of a careers interview; you should talk to your teachers (after all, they were in your position once!); you can seek out former students of your school/college who have gone on to a similar course to the one you want to do - this is one of the best ways of getting inside information; you can apply to the university, polytechnic or college for their *Alternative Prospectus* - many of them have one, produced by the students' union and giving the students' view of things; and you can look out for information in the media.

What do terms like 'joint honours', 'interdisciplinary' and 'modular' mean?

There are several types of degree course on offer at universities, polytechnics and colleges/institutions of higher education:

A *single honours* course involves the study of one subject, usually with one (or perhaps more) subsidiary subjects in the first, and perhaps second, years.

A *joint honours* course involves the study of two subjects which have equal weighting throughout the

course. In a joint honours course, therefore, you can study two languages to equal level; or choose a more or less related pair of subjects, for example, politics and Russian, French and linguistics; or choose unrelated subjects, like German and chemistry.

A *combined honours* course involves the study of two, three or four subjects during the first year. You can normally choose two in which to specialise later in the course. This category includes general arts/combined arts/humanities courses, the range of which varies from institution to institution.

An *interdisciplinary course* allows you to study a range of subjects related to a theme, like European studies, international relations or media studies.

Modular courses are ones which are divided into sections or 'modules' allowing you to build your own study programme on a termly, half-yearly or yearly basis. You would normally take three or four modules per session and you can choose related or unrelated subjects, specialised or more broadly-based ones, single or double modules, reflecting your own academic and vocational interests. There is very little or no integration between the subjects, and each module is taught and examined separately.

Sandwich courses allow you to combine your study with periods of work experience or training. Sandwiches can be 'thin' or 'thick'. A thin sandwich will probably include two short periods on a work placement, usually five or six months in each of the second and third years of a four-year course. A 'thick' sandwich will involve a full academic year's placement, usually in the third year of a four-year course. The 'newer' type of language degree course where the year abroad is spent in a work placement rather than on an approved course is of the thick sandwich type. There are advantages to this type of course in that the experience abroad is usually paid,

it can count towards professional qualifications and can be valuable when you come to apply for a job after you qualify. Some graduates are even taken on by the firm with which they spent their placement.

All degrees are of equal status, but you may not know that universities award their own, whereas degree courses at other institutions are awarded by the Council of National Academic Awards (CNAA).

The CNAA also awards the *Diploma in Higher Education*. A DipHE course lasts two years, and is usually organised so that successful diplomates may transfer, if they so wish, at the end of that time to a related degree course. There are not many of these courses on offer, but if you find one which interests you it would be well worth considering, bearing in mind that the grades required are not as high as those for a degree course. If you have only a borderline chance of achieving the grades for a degree course you could go for a DipHE with the possibility of transferring to the related degree course in your third year.

Some polytechnics and colleges/institutes of higher education award their own diplomas in specialist subjects, and BTEC Higher National Certificate and Diploma courses are available at these institutions, too. They last two years (full-time) or three years (sandwich), and are vocationally oriented. Again the qualifications in terms of 'A' level grades you will be asked to get are much lower.

Checklist

Does it matter what sort of course I choose?

1. Check you will be qualified for the course for which you are applying. Have you the appropriate 'O' levels / GCSEs? Are you studying the right subjects? Will you meet the required standard at 'A'/'AS' level?
2. READ PROSPECTUSES to find out all you can about the institution and the courses on offer.
3. Write away for further information, if you require it, and ask pertinent questions at open days or interviews.
4. Get as much advice as you can - from careers advisors, teachers, former students.

CHAPTER 3

I want to carry on with the language I'm doing
now



If you have enjoyed studying French, German or Spanish - the languages most commonly studied in the United Kingdom at schools and colleges - and if you have achieved a suitable standard, then the move to a higher education course in one or more of these languages would seem a natural next step. And you will not be alone! There are signs that language courses are becoming even more popular, possibly in some measure due to the publicity surrounding the preparations for 1992 and the single European market. This year (1988-89), applications to the universities through the UCCA system are up by 7.1% at the time of writing. Applications through the same system for places on language degree courses have risen by as much as 20%.

Although your desire to further your interest and expertise in a favourite subject may be your chief motivator, there are also sound vocational reasons why you should do so too:

- Research has shown that the two foreign languages most in demand in industry and commerce are German and French, with Spanish some way behind in third place.
- French can be an important language to have if you are thinking of embarking on a diplomatic career.
- Because schools still teach mainly French, with German and sometimes Spanish as a second foreign language, these can all be useful languages to have studied if you want ultimately to teach languages.

What sort of course can I choose?

There is an enormous range to choose from, which you will already have discovered, no doubt, if you have begun looking through the prospectuses. Most universities, polytechnics and colleges/institutes of

higher education offer courses in French and German, and a significant number offer Spanish. The structure of courses falls into the types already described in Chapter 1 - single, joint, combined honours, etc - with possibilities of studying one, two or even three languages. The third, and sometimes even the second, language may be studied from scratch, or from 'O' level or GCSE standard. This is particularly the case in colleges of higher education and in some polytechnics.

In order to make a sensible decision when opting for a degree course you should know that there are four main categories of language course to choose from if you wish to specialise in one language or more:

- (a) the traditional modern language degree courses which combine the study of language and the practice of language skills together with literary and cultural studies. More recently some of these courses have included some study of foreign cinema.
- (b) the newer modern language degree courses which place the emphasis on political, sociological and economic aspects of the relevant country. There may also be some study of literature. The acquisition and practice of language skills forms a major part of such courses, and more often than not all work is done almost entirely through the target language.
- (c) European studies courses which offer an interdisciplinary approach to the study of contemporary Europe based on the social sciences combined with the study of at least one major European language.
- (d) degree courses which offer a more technical approach to the study of languages, such as linguistics or applied language, or interpreting and translating.

(French, German or Spanish may also be studied as a major component of a combined honours or a modular course. Such courses will be dealt with in more detail in Chapters 5 and 6.)

This is a very broad and rather arbitrary distinction but it may help you to pick your way through the course maze. Some careers handbooks may categorise courses slightly differently.

To find out quickly which higher education institution offers what sort of course, see chapter 7 before you read individual prospectuses in more detail. The following publications will also help you - they should be in your careers library:

Languages and Careers: an information pack -

compiled and edited by Ann King and Gareth Thomas with Derek Hewett (CILT)

Degree Course Guides (CRAC):

French - by Graham Townsend

German - by Ingrid Lunow

Italian and Hispanic Studies - by Richard Andrews and Stephen Hart

How to choose your degree course - by Brian Heap
(Careers Consultants)

Having found out in broad terms which institutions offer the sort of course you are interested in you should now set to work making a detailed study of individual prospectuses in your school/college careers library - or, better still, send away for your own copies (they are free!).

Isn't one German course much like another?

Not really. They all have their differences, and often these differences are very marked. To give you an idea,

here are two examples of German honours degree courses at British universities. They have been chosen almost at random, and each is fairly typical of a number of other university or polytechnic courses:

Aston University - Course R200 German

1st year

Language skills

Contemporary History

Computing

Language and Society

Options (including Japanese - a two-year course with an intensive language course in Japan at the end of the 2nd year; German language or culture or politics or society or economy; theoretical aspects of language; use of computers for language work; courses of direct vocational relevance).

2nd year

Language skills

Social, economic & political institutions

Options (including another language from scratch e.g. Spanish or Russian).

3rd year

Spent in Germany either in a work placement, or a teaching assistantship, or on a university course. During this time you prepare a major research project (written in German).

4th year

Advanced language skills (including interpreting)

Contemporary affairs

Two or three options (including International Marketing).

Assessment

Project and assignment work (written in German), classroom tests, oral examinations and written examinations.

University of Leeds - Course R200 German

1st year

Language skills

Origins and development of the two German states

German literature since 1750

German-speaking lands and their institutions

Middle High German

Subsidiary subject (can be another language)

2nd year (1st and 2nd terms)

Language skills

Middle High German literature

3 seminar courses (from topics like 19th century German thought, Marxism, Youth in the GDR, German cinema or theatre, various literary topics)

3 lecture courses (from History of the language, mediaeval literature, literature of the 18th-20th centuries)

Subsidiary subject

3rd year

The third term of the second year and the whole of the third year are spent in Germany, usually working as a foreign language assistant in a German school, or studying at a German university.

Students who do a modern language as the subsidiary subject spend the third term of the second year in the country where this language is spoken (and then just year 3 in Germany).

4th year

As second year, plus the study of a special subject.

Assessment

Written and oral examinations.

Part 1 examinations at the end of the second term in the second year.

Part 2 examinations at the end of the final year.

Apart from the actual content of the course it is also worth finding out what sort of experience the year abroad offers. Most courses expect you to spend varying amounts of time in the country where your language is spoken. You might be studying at a foreign university or equivalent institution, or you might be working, either in business or industry, or as a teaching assistant in a school. The Aston course is unusual in that it offers all three possibilities, depending upon your own predilections and perhaps your eventual career intentions. A work placement abroad can provide useful experience which can be taken into account by prospective employers when you apply for a job at the end of your degree course. You also have the advantage of being paid - an important consideration, especially if your parents are having to support you.

Some courses offer you the possibility during your time abroad of studying for a degree or diploma at a foreign institution. In this way you obtain not just a British degree, but a foreign qualification as well. It is usually the courses which combine the study of a language with a vocational subject, like law or business studies which provide such opportunities. More recently, however, under the European Community Action Programme, ERASMUS, which provides funds to encourage study abroad within the EC, some higher education institutions within the member states have negotiated agreements with each other to allow their students to study and gain qualifications at each other's institutions. As a result, undergraduates doing one of the three courses involving French at the University of Kent, for example, can, during their third year abroad, sit the examination for the 'licence' at the *Université de Grenoble* and, if they are successful, be awarded that qualification (a French degree) at the end of the year. Apart from being a valuable aid to working in France

after graduation at Kent, the possession of the 'licence' also makes the holder eligible to study for a higher degree in France (a *Maîtrise* or a *Doctorat*).

While you are making up your mind about the course content it is worth looking, too, at the assessment pattern. It is usually mentioned in the prospectus; but if not, you can write for further details or ask specific questions at interview or open day. It can make a lot of difference to you, depending on your own learning and studying patterns. Some courses are examined by written examinations only at the end of the course; others contain a large element of continuous assessment - which you may not like if you don't like being under observation all the time, but which may help you if you are not a particularly good examinee and if you like to know at fairly regular intervals how well (or badly!) you are progressing. One or two institutions have other ways of assessing - for example, the open-book examination, where books may be taken in to the examination room.

Does a degree in languages prepare me for a career?

This chart, taken from *Using Languages* published by the Association of Graduate Careers Advisory Services (AGCAS), in 1986, shows what sort of careers (right hand column) the 1984 university graduates in modern languages went into. The left hand column shows that a significant number go on to some sort of additional training after graduation and before embarking on a career. (Teacher training 13.8%, secretarial training 10.8%, further academic study 4.6% and other training 7.0%.)

APPENDIX C — PATTERN OF FIRST DESTINATIONS OF 1984 UNIVERSITY GRADUATES IN MODERN LANGUAGES

Overall Pattern

Breakdown by Type of Work

Permanent Employment (UK) 36.8%	Translating/Interpreting 0.8%
	Teaching/Lecturing 1.6%
	Financial Work 8.7%
	Management Services/Computing 0.9%
	Buying/Marketing/Selling 7.2%
	General Management/Administration 6.2%
	Literary/Entertainment etc 1.1%
	Information/Library/Museum \ etc 2.0%
	Personnel/Health/Social Welfare 2.2%
Temporary Employment (UK) 4.5%	Clerical/Secretarial/Manual Work etc 6.2%
Employment Overseas 12.3%	
Teacher Training 13.8%	
Secretarial Training 10.8%	
Further Academic Study 4.6%	
Other Training 7.0%	
Unemployed (31.12.84) 10.3%	

Source: Universities' Statistical Record

These statistics bear out the points made in Chapter 1 that language graduates find employment in a wide range of occupations, not necessarily connected with their actual degree subject. Whereas a fair number go into teaching of one sort or another, and a small proportion use their languages as interpreters or translators (usually after doing a postgraduate course in interpreting/and or translating), the vast majority go into careers, many of which at first sight may have little to do with languages. For many of these posts a language qualification, although not essential, can prove a bonus, especially for subsequent promotion. There are, however, an increasing number of posts where a language qualification is more than just a bonus.

Some modern language graduates make a conscious decision to use their languages by choosing to work abroad, or by seeking employment with a firm that does business abroad or with one of the large multinational companies.

A career in teaching includes not only teaching in schools, but also in adult education or in higher education both at home or abroad. If you want to teach in schools it is advisable to have qualifications in two languages. Or you might perhaps choose not to teach the language(s) you have studied, but decide instead to teach English as a foreign or a second language either in the UK or abroad, usually after obtaining a TEFL or TESL qualification.

A glance at job advertisements in the national press will show you that language skills are in demand, and this should become increasingly the case as we move towards 1992, the single European market, and beyond.

Checklist

Degree courses in French, German and Spanish

1. There are four main types of modern language degree course. In general they combine the study of the language and the practice of language skills with either literary and cultural studies or political, economic and sociological studies or European studies or linguistics, applied language or interpreting and translating.
2. Find out what sort of experience is offered during the period spent abroad - it can offer valuable work experience and perhaps qualifications.
3. Find out about the assessment. Is it mostly done by written examinations - and if so, are they spaced out throughout the course or all at the end?

CHAPTER 4

I'd like the chance to study a new language



If you decide to continue with a language you have studied to 'A' level you may find that you can pick up another language while doing your degree course - either as part of that course, or by making a conscious effort to learn something new at a language centre.

I'd like to do a new language as my main degree subject

It is quite possible in a number of universities to study a less common or an exotic language, either on its own or in combination with another language or another subject. If your 'new' language is German, Italian, Russian or Spanish, then you may be able to study it from scratch, or at least from 'O' level/GCSE at a polytechnic or college of higher education. The Polytechnic of Central London offers some exotic languages from scratch.

The range of less common languages that can be studied in combination is quite wide. Such a language may be studied with the more commonly learnt languages, like French or German, or can be put together in closely related pairs like 'Dutch and Indonesian studies' or 'Modern Greek and archaeology', or may even be studied with another subject which may appear to have no relation at all.

The less common European languages available in various universities are:

Dutch, Modern Greek, Scandinavian studies, Danish, Finnish, Norwegian, Swedish, Slavonic and East European studies, Bulgarian, Czech, Hungarian, Polish, Romanian, Serbo-Croat, and Celtic languages (Gaelic, Irish and Welsh).

Arabic, Chinese and Japanese are on offer at some universities, and the first two are also on offer at the Polytechnic of Central London. If you really want to do something esoteric then the School of Oriental and African Studies (SOAS), which is part of the University of London, teaches an amazingly wide range:

Hebrew, Chinese, Korean, Japanese, Urdu, Persian, Turkish, Berber, Arabic, Amharic and Hausa.

If you want to know which institutions offer which languages see the Signposts section starting on page 80. For a full and regular update you could also consult the following publications which are revised regularly:

Languages and careers: an information pack (King and Thomas) (mentioned in Chapter 3)

Degree Course Guides (published by CRAC):

German (including Dutch & Scandinavian Studies) by Ingrid Lunow

Italian and Hispanic Studies by Richard Andrews and Stephen Hart

Oriental Studies (including African Studies) by Vanessa Shepherd

Complete beginners are accepted on the majority of these courses. However, you will need at least two good 'A' levels, and one of those will usually have to be in a language so that the Admissions Tutor has some evidence that you have enough linguistic ability to be able to cope with the course. Sometimes you might find that an 'AS' level offers sufficient evidence - the University of East Anglia, for example has said that it will accept an 'AS' level in a language as a qualification for entry to their degree courses in Scandinavian

languages (provided of course that the candidate is offering 'A' levels in other subjects as well).

You might find, however, if you started an *ab initio* course, that although most members of your year group would start the course from scratch, there might very well be some who have some prior knowledge, and even some who would have a lot of prior knowledge. To cater for this, some departments provide a differentiated first year, putting on classes for beginners and classes for those who already have some knowledge of the language.

Is it difficult to take a new language from scratch?

Someone intending to study a language from scratch should expect a full timetable and a heavy work load

was one comment from an undergraduate who had started a new language as part of her course. Another undergraduate who had studied French at 'A' level, and who had chosen to do a joint degree in French and Italian, never having studied Italian before, had this to say:

The Italian course is incredibly intensive. In my first Italian lesson in the first year we had a native speaker who spoke in Italian for virtually the whole lesson.

The first year is spent concentrating mainly on grammar and pronunciation. The grammar can become somewhat tedious as it is so intensive and as most of it has been learnt parrot-fashion. It takes a lot of dedication to learn everything as you're going along, and not to fall behind.

I'm now in my third year, and doing a 6 month's placement in Trieste working in the headquarters of an

international insurance company - without doubt this has been the best part of the course. It has proved to be a valuable experience which has improved my language skills greatly

It is obvious that anyone starting a new language from scratch intending to get to degree level in the time available will have to work hard in order to cover an enormous amount of ground.

Another student who took up Russian from scratch as a subsidiary subject said:

This was incredibly interesting as it was so completely different from any language I had studied before. At my university the subsidiary language is only studied for the first year and is not studied in as much depth as the other ab initio language I chose as one of my two main languages. Therefore we only really studied basic grammar and conversation. I can hardly remember any of the Russian I learnt now, as it was so intensive and studied for such a short period of time. I don't regret having studied it though, and I wouldn't say it was a waste of time.

Russian and exotic languages like Chinese, Japanese and Arabic are not easy to learn if you have been brought up on Western European languages - for one thing you have to learn a different script. If you choose one of them as your main degree subject then you must be prepared for a lot of hard work. In fact, a few students find them more than they can cope with and transfer to another course at the end of their first year. Nevertheless many students have enjoyed the challenge and have done well. One of the places you can study Chinese is Durham University, where you can do it on

its own, or with Japanese, or with management studies. The Durham prospectus says this:

.... mastering the Chinese script is particularly time consuming, but the satisfaction and rewards are great - not least the opportunity to spend a year in a Chinese university.

Will these languages be of use to me in a career?

Another look at the last chapter will remind you that language graduates go into a wide range of occupations where their language qualification is not always of prime importance, but is an added bonus for an employer. There are often openings for those who speak the less common European languages, and there will be a growing demand for speakers of European community languages after 1992, including the ones which are not so much in demand now - Danish, Dutch, Modern Greek, Italian and Portuguese. Celtic Studies, particularly Welsh, could prove useful to those wishing to work in such fields as education, local government and the media in Wales where there is an increasing demand for graduates able to use both Welsh and English.

Career opportunities for graduates in Arabic and Japanese are likely to be on the increase: Arabic because of the strategic position of the Middle East in world affairs and the importance of the oil industry to world economy; Japanese because of the commercial importance of Japan. Arabic graduates find work both in the industrial and financial fields, and in the diplomatic and civil services. There are also openings for specialists in Arabic and Russian, for example, as well as Polish, Greek, Czech, Persian and Turkish, at the

Government Communication Headquarters (GCHQ) in Cheltenham. Graduates in Japanese often go to work with Japanese companies with factories in Europe.

Although there may not be as many openings for speakers of these languages as there are for speakers of French, German and Spanish, you could well have a 'rarity value' in the jobs market if you chose to study a less common language since there are not so many graduates in these languages coming out of higher education.

Can I do a new language as a minor part of my course?

Many of the courses you can apply for give you the opportunity to take up a new language as a subsidiary subject or as a 'third language' or as a minor option, whether you choose to do a 'straight' language degree, or a degree in a modern language with another subject. Italian, Russian and Spanish are quite widely available from scratch as subsidiary subjects, and increasingly German is being offered in this way, particularly in the polytechnics and the colleges of higher education. Less common European languages - Danish, Dutch, Modern Greek, Italian, Portuguese and Russian - are often available as a minor option, from scratch. If you choose a degree in Spanish you are likely to be able to study Portuguese or Catalan as well, as a subsidiary subject or as a minor option; and in the same way another Slavonic language may often be studied as part of a Russian degree course. We have seen in Chapter 3 that Japanese may be studied as a minor option at Aston University. Aston language undergraduates are also encouraged to sample at least one exotic language during their course. If you chose to do the Language and Linguistics course at York University you might do

French or German as your main language specialism, but you would be expected to learn a completely different language in years three and four of your course, which could be Chinese, Hindi or Swahili. Undergraduates studying for the very specialised degree in Languages (Interpreting and Translating) at Heriot-Watt University do two languages from French, German, Russian and Spanish (Russian may be studied *ab initio*); in addition they can do a third language as one of their optional courses - and can choose from Arabic, Danish, French, German, Italian and Spanish. These are just examples, but you can perhaps see that there is plenty of opportunity to take up a new language.

Language Centres

Many higher education institutions have a language centre which puts on courses, often tailored to the needs of individuals or a group of people - such as courses designed to provide lawyers, engineers or scientists, for example, with practical language skills to help them in their studies and future work. Courses range from those for complete beginners to those for the more advanced. Usually the main European languages (English, French, German and Spanish) are available, but classes are often held in less common languages, like Dutch, Modern Greek, Arabic, Chinese or Japanese, and even ones like Swahili or Ukrainian can often be studied or sampled individually on audio or video tape in a language laboratory or resources centre. The better equipped language centres have computer assisted language learning facilities and video satellite TV.



University of Southampton

Centro de Idiomas
Centre d'Etudes Linguistiques
Sprachenzentrum
Language Centre



Many centres like these are open to local business and industry which sends their employees for intensive language training.

A disadvantage of studying a language in this way is that you really have to be well motivated and to have lots of staying power. It is all too easy, once the pressure is put on you in your degree course, or once your social life begins to take off, for you to miss a lesson or two, and perhaps even give the whole idea up altogether.

Checklist

I'd like the chance to study a new language

1. A new language - a less common European language, an Oriental or African language or Arabic - can be studied as your main degree subject, either on its own or in combination with another language or another subject.
2. A less common language can be studied from scratch as a subsidiary subject or as a minor option.
3. If you do a language from scratch, or post 'O' level/GCSE, one of your 'A' levels will usually have to be in a language to show evidence of your linguistic ability.
4. If you study a language from scratch you must expect a full timetable and a heavy workload.
5. If you want to pick up a new language there may be opportunities to do so at a higher education language centre, rather than as part of your degree.
6. There is likely to be a growing demand for speakers of less common EC languages, as well as for speakers of Arabic, Chinese and Japanese.

CHAPTER 5

**I'd like a course that will prepare me for a
career**

*What vocational subjects can I combine with a
language?*

Accountancy, finance and banking

Law

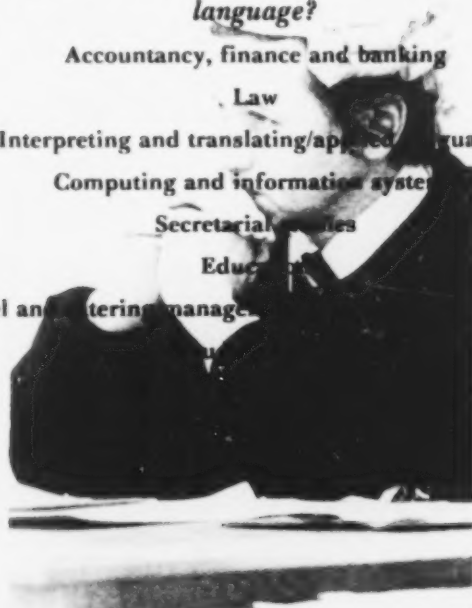
Interpreting and translating/applied languages

Computing and information systems

Secretarial studies

Education

Hotel and catering management and tourism



Many 16, 17 and 18-year-olds are not at all sure what career they eventually want to follow. If you are one of these then the important thing to do is to choose a degree subject which will enable you to keep as many options open as possible. But if you are reasonably sure about the direction in which you would like your academic and working life to go, and you know that one language (at least) is part of the picture, then you could consider some of the many degree courses available which combine a vocational course with the study of one or more languages.

Just about all these courses involve a period of time spent abroad, usually on a work placement. This provides all the usual benefits of work-related experience, but, in addition of course, a foreign perspective and opportunities to improve your practical language skills. Useful foreign contacts are often made as well, and if as an undergraduate you had a particularly successful placement you might well be taken on by the firm when you graduate.

Where the period of time abroad involves study - at a foreign university or business school, for example - this can lead to the award of a foreign degree or diploma. The possession of two degrees, one British, one from another European country, can prove extremely useful when you come to apply for a job, particularly if the job you want is with an organisation that has connections in mainland Europe. The possession of a first degree from a foreign university means, too, that you could go on to study for a higher degree in that country if you so wished (just as your British degree, if you get a good enough one, can qualify you for further academic study in this country).

We have discussed in Chapter 1 how the creation of the single European market in 1992 is likely to increase your chances of landing an interesting job, particularly

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Ein Hauptelement für den Erfolg dieses Geschäfts wird die wirtschaftliche Kontrolle der europäischen Her-
 Inventur sein, um den optimalen Ausgleich zwischen Lagerbereitstellung und Herstellungskosten zu erzielen. Diese neu geschaffene Position mit Sitz in der Bundesrepublik Deutschland ist
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 Aufgabengruppe in enger Zusammenarbeit mit der Europäischen Kommission. Dies erfordert die Anwesenheit
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OAC (Official Airline Guides) con su base en Chicago y distribuidor de aviones para el grupo de Dun & Bradstreet y el mayor retailer del mundo e incluyen las líneas aéreas de la industria de viajes. Nuestros clientes son mundiales e incluyen los gobiernos y fabricantes de aviones.

Buscamos un ejecutivo de ventas que sea ambicioso y tenga sentido comercial para nuestra oficina en Inglaterra que preste servicio al mercado en Europa, África y el Medio Oriente. Se hará un curso comprensivo de entrenamiento. Se anticipa que dentro de un año tendrá la responsabilidad de cuentas de un grupo de las líneas aéreas más grandes del mundo y vendrá servicios de información tanto como el identificar y desarrollar de los servicios nuevos inicialmente se trabajará con la industria en España y Portugal pero hay la oportunidad eventualmente ser responsable por otras líneas aéreas en Europa.

El candidato debe tener entre 25-35 años de edad y ser graduado de la universidad. También debe tener tres años de experiencia de ventas preferiblemente con una organización de viajes o en cualquier otro negocio industrial. Es imprescindible tener la capacidad de construir y mantener relaciones comerciales exitosas en cuales trabajos. Se valora mucho la flexibilidad para cambio de países si es necesario para avanzar en la carrera profesional. El número de candidatos recibidos puede variar.

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Sunday Times 15.3.88

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Although they are all from the British press, they are not written in English. Why? Simply because if you can't speak the language there is no point in your applying.

Many of the advertisements you will see are seeking to attract people who have already had several years' experience in their chosen field. You should remember that language skills may not always be important for landing a first job, but are likely to be of real use in getting a subsequent job or a promotion.

What vocational subjects can I combine with a language?

You have quite a wide choice:

- accountancy, finance and banking
- business, management and marketing
- law
- interpreting and translating/applied languages
- computing/information systems
- secretarial studies
- education
- hotel and catering management
- travel and tourism
- library studies
- media studies
- engineering
- science subjects } (see Chapter 6)

If you want a guide as to which institutions offer which courses (and with what languages) you could consult the relevant higher education course sheets in *Languages and careers: an information pack* (King and Thomas).

ACCOUNTANCY, FINANCE AND BANKING

If you choose to go into accountancy you will certainly not be in a minority! Enormous numbers of graduates are entering the profession every year, from all sorts of degree disciplines, not just the 'financial' ones. You could go on to accountancy training after doing a straight modern language degree course or one of the other courses which combines the study of a language with some other subject. Britain trains more accountants than its European partners, and in some universities as much as a quarter of their yearly output of graduates goes into accountancy.

The courses are usually called 'accountancy' or 'accounting', but might also be called 'finance' or 'financial services'. Bangor (University of Wales) also offers banking, as well as banking and insurance with languages.

The most common languages on offer with accountancy are French and German; and Italian, Russian, Spanish and Arabic are also on offer at the occasional institution. At some places you can study two languages, one at major and one at minor level, and you can often do less common languages, like Arabic, Dutch, Portuguese or Swedish at minor level.

Since an accountancy course involves mathematics, statistics and computing you will need to have at least an 'O' level/GCSE in mathematics - and if you also have an 'A' level so much the better. Some institutions require you to have an 'A' level in mathematics, and at others you may be required to do a mathematics aptitude test when you go for interview if you only have an 'O' level/GCSE. You will usually be required to have an 'A' level in the language to be studied if you are going to do one of the more common languages. If you want to do one of the languages less commonly studied

in schools, then an 'A' level in any language is a satisfactory qualification. Languages studied at minor level can usually be studied without any previous knowledge.

The demand for accountancy graduates remains strong, and although it is possible to make a career in accountancy without first getting a degree, graduates tend to progress more quickly in their careers. Many accountancy graduates train as chartered accountants, others go directly into careers in finance or computing in industry, the commercial world or in local government, for example. The added qualification in a language provides excellent prospects for employment both in the UK and abroad.

BUSINESS, MANAGEMENT AND MARKETING

British companies are losing valuable trading opportunities for lack of the right skills in the right languages.

This is one of the conclusions of a recent survey of the language needs of British industry (*Languages in British Business*, edited by Stephen Hagen and published by Newcastle Polytechnic and CILT, 1988). Companies are now beginning to realise that they must communicate with trading partners abroad in their language, and not expect everyone else to speak English, if they are not to be at a disadvantage. You could well find that a degree course in business studies or management with one or more foreign languages will open the doors to some very interesting careers.

But which languages are needed by industry and commerce? Stephen Hagen's survey found that the languages most in demand were French and German - with German more 'useful' than French in Humberside and the East Midlands. Other languages which figure

highly are Spanish, Italian, Arabic and Japanese, depending on the region (Arabic is equal first with French in the South-East); Portuguese, Dutch, Russian, Scandinavian languages and Chinese are all of more or less importance, again depending upon which countries the region trades with.

If you decide to do a business related course with a language you might choose to do French, German or Spanish since they are the languages most in demand at present. On the other hand, you might find that equipped with one of the less common languages you would have more 'rarity value' in the jobs market. Exotic languages, like Arabic, Chinese and Japanese, are becoming more important in a trading context, and all of these can be studied from scratch provided you are prepared to work hard (see the comments on learning these languages in chapter 4).

It is possible to read for a degree in business studies, business administration, management science or studies, marketing or commerce with French or German (the languages most commonly available), or with Spanish, Italian or Russian at a fair number of universities and polytechnics, as well as at a few colleges of higher education. In some universities you can study less common languages like Arabic, Chinese, Czech, Japanese, Polish, Portuguese, Welsh or Gaelic. At some places you can study two languages.

Most courses include a period of time in the country whose language you are learning, often a whole academic year, either on a work placement or at a foreign business school. If you choose one of the courses that offer two languages, then you will be required to spend six months in each country.

If you choose a course which sends you to study at a foreign business school, then you might end up with a foreign qualification as well as a British degree. The

European Business Administration course at Middlesex Polytechnic is one such example. It is run jointly by four institutions: Middlesex Polytechnic, the *Ecole Supérieure de Commerce* in Reims, the *Fachhochschule* in Reutlingen, and the *Universidad Pontificia Comillas* in Madrid. Students on the course come from all four countries and spend two consecutive years in their home country and two consecutive years in the country whose language they choose to study. During the second and third years there are two 24 weeks' industrial or commercial placements, one in the home country, the other in France, Germany, Spain or Britain, as appropriate. If you did this course, and were successful, you would get two degrees - a BA(Hons) and a French, German or Spanish one.

Apart from the obvious advantages of working abroad and gaining a foreign business perspective, you would also have the considerable benefit of studying alongside students from the three other European countries. You can choose to do your first two years either in the home country or abroad, and for this reason the nationalities become fairly well mixed.

This BA European Business Administration (BAEBA) course at Middlesex Polytechnic is extremely demanding. As one student put it:

I was warned that four gruelling years would be ahead of me. At the end of the first year, I must say they were right... Yet on the eve of my end of year exams I am wishing to come back for more next year!

She has found, too, that the day-to-day contact with students of all four nationalities, and the unique European dimension given by this course, and others like it, has been stimulating, and will prove ultimately invaluable:

There was a programme on television, not long ago, exploring the need for today's professionals to spend a week abroad, not just to brush up on their language skills, but also in order to learn how different cultures think and live. It dawned upon me then that I was lucky enough to belong to a group of Europeans who will not need to learn other cultures in just one week.

You will not need to have any previous knowledge of business, management or marketing to do one of these courses, but you will usually need a good 'O' level/GCSE (at least) in mathematics. You will usually need, too, a good 'A' level in the language to be studied, although Spanish, Italian and Russian may often be studied from 'O' level/GCSE or even from scratch. Languages not commonly taught in schools or colleges may usually be taken from scratch, but you will have to show the admissions tutors that you have the linguistic ability to cope with the course. This usually means an 'A' level (or sometimes an 'AS' level) in any language.

Graduates from these courses have a good record of obtaining employment, sometimes with transnationally operating British companies, or with Continental firms, where their subsequent career mobility is often rapid. Others find work in marketing, finance and accounting, as well as in personnel management, production management and general management. Others may even start their own businesses.

LAW

Some people will argue, probably quite rightly, that a law degree is not strictly vocational - you need to spend several more years (and quite a bit of money) training to be a solicitor or a barrister after you graduate from a law degree. Such training is highly competitive, and

some fall by the wayside. About a third of law graduates from universities and polytechnics decide not to undertake further legal training after graduating - or do not get good enough degrees to be able to do so; some young people even embark on law courses with no intention of entering the legal profession - it is an intellectually stimulating subject in itself, and one that can be a useful preparation for all sorts of careers. On the other hand, a law degree is not the only route into a legal career - you can go on to legal training after graduating in another subject, a degree in modern languages, perhaps. The linguistics and international relations course at Surrey University has several options, one of them law, and graduates who do the law option gain exemption from the Barristers' and Solicitors' Part I examinations (Common Professional Examination).

There are quite a few places which run courses in law and a modern language, and you have a fairly wide choice of languages on offer. By far the most commonly available, as you might expect, are French and German. Law with Spanish or Italian or Russian are available at a few places, and if you want to do law with Chinese, Japanese or Arabic you can do so at the School of Oriental and African Studies in London. SOAS also offers law with a very wide range of other Oriental and African languages.

The universities offering courses in law and a modern language are now in double figures, and there are about half a dozen polytechnics which offer it as an integrated course or as part of a modular course that you can put together yourself. At Ealing College of Higher Education you do law and economics for the first three years of the four-year Applied Languages (Europe) course. This is a joint study programme with the *Université de Provence* and the *Fachhochschule Köln* - you do two years in Ealing, one year at the French

university and one year at the German one, and if you are successful, you can finish up with three degrees (although not law degrees), one from each of the countries in which you have studied. Several of the law and modern language degrees do give you the opportunity of obtaining a foreign law qualification in addition to the British law degree. You must read the prospectus carefully to check on such details, as well as to find out if the course gives exemption from professional law examinations. You should also find out how much language work you would be required to do, and to what extent the study of law and the study of language are integrated. Would you, for example, be doing a law course mainly, with some language work tacked on, or would you be studying some of your law course through your chosen language, with lectures and tutorials conducted in that language? It really depends upon what sort of course will suit you, and upon your own level of language proficiency. But it must be fairly obvious that if you eventually want to practice abroad as a lawyer, or to work in the legal department of a firm which has dealings abroad, you will be far better equipped to do so, and far more at ease in your chosen foreign language, particularly in a legal context, if you have spent four years studying law partly through that language.

You will have guessed, no doubt, that many of the integrated courses are extremely demanding, and therefore it is quite difficult to gain a place on one. The grades demanded of you are likely to be high, and if you are called for an interview you must expect either a short written test in your chosen language or part of the interview to be conducted in the language. Some institutions will consider you automatically for their straight law degree if you are unsuccessful in gaining a place on their law and a modern language one - so you

don't have to waste a precious UCCA choice if you are also interested in the straight law course.

Your law and a language degree course could be a useful preparation for a career in one of the branches of the legal profession - and your specialism in foreign law could make you attractive to a wide range of international law practices or multinational companies, as well as to quite small legal practices and companies which will increasingly find themselves dealing with Europe post 1992. Successful law students have gone into careers with the Civil Service, the Armed Forces, in business, accountancy, banking, insurance, social work and so on. Graduates in law and a modern language also pursue careers in industry and commerce where they can exploit both their ability to speak a language as well as their legal knowledge. Some become legal translators, for which there is quite a demand, particularly in the European Community.

INTERPRETING AND TRANSLATING/APPLIED LANGUAGES

A career as an interpreter or a translator is what many people automatically think of when they consider a career with languages. In fact, it is really quite difficult to become an interpreter. Interpreting jobs require an exceptionally high level of language proficiency and, more often than not, near native fluency in more than one foreign language is expected. If you are thinking of translating you need to ask yourself whether you would like to spend your working day translating from one language to another, largely on your own. It suits some people very well, but others can miss the personal contact that comes from working with others.

Several modern language courses contain some elements of interpreting, usually for final year students.

The skills involved can prove very valuable in everyday social or professional life. There are, however, two universities which run degrees in interpreting and translating - East Anglia and Heriot-Watt. At East Anglia you do two main languages, French and German, along with minor options. At Heriot-Watt you do two main languages, chosen from French, German, Russian (post 'A' level or *ab initio*) or Spanish. You also choose from a range of options, like business organisation, economic and social policy, industrial relations, introduction to computers or principles of business law which can reflect your future career interests, as well as a third language, chosen from Arabic, Danish, French, German, Italian or Spanish.

These degree courses are intensive and specialised, and you might find that in choosing them you would be committing yourself early to a highly specialised career. Besides, they are quite difficult courses to get a place on, since there are so few of them. You might wish to consider other routes into an interpreting or translating career. One of these is to take a postgraduate diploma in conference interpretation techniques or in technical and specialised translation - you can do these at the Polytechnic of Central London after you have got your degree.

If you are particularly interested in how languages 'work' and in other technical aspects you can study linguistics in combination with a modern language, or applied languages at a number of universities and polytechnics. Ealing College of Higher Education offers applied language studies, as well as a course called Applied Languages Europe which involves study at a French and a German university as well as at Ealing College, and leads to the triple award of BA (Hons), a French *Maîtrise* and a German *Diplom*.

You have quite a range of languages to choose from. All institutions which teach such courses offer French and/or German, except University College, London and Nottingham University which do not offer French, and SOAS which does not teach European languages. It offers instead an enormous range of Oriental and African languages in combination with linguistics, including Arabic, Chinese, Japanese, Hindi and Urdu. Chinese is also on offer at Leeds and York Universities, Japanese at Sheffield University, and Arabic at Edinburgh and Leeds Universities. If you are interested in less common European languages, Russian and Spanish can be done at the occasional institution, either post 'A' level or *ab initio*, and Italian, Danish, Norwegian, Swedish, Dutch, Welsh or Gaelic can be done from scratch at a few universities.

A linguistics degree is not a vocational qualification. Successful linguistics graduates are able to enter all careers normally open to arts and social science graduates. However, the degree could be of specific relevance to a career in speech therapy or teaching (either foreign language teaching or teaching English as a foreign language) after you have completed postgraduate training. Those courses which contain computational linguistics are of particular relevance in the current technological climate to a variety of careers in, for instance, business, computing, market research and publishing.

Those who have done more highly specialised courses in interpreting and translating or in computational linguistics can look for jobs as translators and interpreters in international organisations, in government agencies and in British and international companies, as well as in specialised translating, technical writing, lexicography, computer assisted translation or artificial intelligence.

COMPUTING AND INFORMATION SYSTEMS

Graduates with a good computer science degree are much in demand, and the number of vacancies for graduates still much exceeds the demand. The additional language skills that you acquire on a course in computing and a modern language stand you in good stead if you want to apply for a job either in the UK or abroad, with international organisations which use computers or which produce hardware and/or software, with software consultancies, with large corporations and banks or with Government research institutions. You could find openings, too, in systems analysis, exporting, marketing, personnel and general management.

Because this is a popular career area, entry to courses is competitive, and the grades demanded of you, particularly for university courses, are likely to be fairly high. You will certainly need a pass at GCSE in mathematics, and for the more scientifically orientated computing courses an 'A' level in mathematics or computer science is advisable. You will normally be required to get a good 'A' level in French or German if you want to study either of those languages - although some polytechnics may give you a place on the strength of a good GCSE pass. An 'A' level in Spanish is usually required from the universities; other European languages and exotic languages can usually be taken from scratch, but an 'A' or 'AS' level (or occasionally a good GCSE) in any modern foreign language will be required as evidence of your ability to learn a language.

The languages most commonly on offer are French and German, but there are quite a few courses offering Italian, Russian or Spanish. If you choose the courses at Keele or Southampton Universities or at Bristol Polytechnic, you will be able to study two languages in parallel. If you want something a little more out of the

ordinary you can find African and Caribbean studies, Arabic, Czech, Hebrew, Modern Greek, Gaelic or Welsh on offer with computing at the occasional university.

SECRETARIAL STUDIES

What view do you have of a secretarial course? One where you learn to do shorthand and typing, and little else? Well, if that is your view, then you are out of date. Secretarial courses have changed significantly over recent years and although you would still learn to type and to take shorthand, you could also expect to study keyboarding, microcomputing applications, information systems, business procedures and operations, and organisational behaviour. It is now possible to read for a degree in secretarial studies, and currently five polytechnics and one university offer such a course in combination with a modern language. Course titles reflect the change in courses, and if you are searching through prospectuses, look for such course titles as 'Office communication and languages', 'Office information technology' and 'Foreign languages for business'.

The languages on offer are French, German and Spanish, with Italian and Russian available in quite a few places as well. Many courses offer the possibility of learning to operate in a business context in more than one language. An 'A' level in French and German is normally required for courses involving those languages; the other languages may usually be studied post GCSE or even *ab initio*.

Such courses prepare their students for responsible positions in British and foreign organisations, including embassies and the Foreign Office, as private secretaries or personal assistants, where proficiency in one or more foreign languages is an advantage. You may be

surprised to know that as well as secretarial careers, successful graduates make their way into management with national and international organisations, with foreign banks, publishing companies and airline companies.

You could embark on a career as a secretary or personal assistant by doing a degree (in any subject) and then following it by a postgraduate secretarial course with one or more foreign languages. Such courses are on offer in a few polytechnics and colleges of higher education, and are of two or three terms' duration. Again, the most usual languages on offer are French, German and Spanish, but Italian, Portuguese and Dutch are available at the occasional institution.

EDUCATION

You may wish to study languages so that you can teach them. If you do want to teach you would be well advised to make sure you are proficient in two languages when you eventually start your career - secondary schools will usually want you to teach more than one subject, and you will be more useful to a languages department if you are qualified in two languages. There have been recent government initiatives to encourage the teaching of a greater variety of modern languages in schools, but as the situation stands now, French and German are the languages most widely taught in British schools. Spanish, Italian and Russian are also taught in a significant number of schools, so these could be useful languages for an aspiring teacher to study. Remember that if you have only studied one language to 'A' level, there are many institutions where you can study Spanish, Italian and Russian from scratch as part of a joint honours course, or as a subsidiary subject.

Recruitment into the teaching profession has been low for a number of years, partly no doubt because starting salaries are low in comparison to some other careers that graduates can enter (see the comparison of salaries at the end of this chapter). For this reason you could embark on your training with the confidence that you will get a good job at the end of it - always provided that you pass all your examinations, of course! And if you train to teach modern languages you are likely to be in demand. The Department of Education and Science has indicated that there will be a shortage of modern language teachers by the mid 1990s. This is partly because fewer graduates have been going into teaching, but also because the single European market, and the new National Curriculum (which states that all children should learn a language up to the age of 16) have both created a need for more language teachers in schools.

The usual route into modern language teaching in secondary schools is by way of a language degree course followed by a Postgraduate Certificate in Education (PGCE). But there are a few places where you can take a degree in education and a language - at five universities (Exeter, Stirling, Aberystwyth, Bangor and Cardiff), at Oxford Polytechnic, and at two colleges of higher education (Roehampton, and Trinity and All Saints). The languages available at one or other of these institutions are French, German, Italian and Spanish, with Welsh also on offer at the Welsh universities mentioned.

HOTEL AND CATERING MANAGEMENT AND TRAVEL AND TOURISM

If you want to work in the hotel, catering, tourism and

related industries there are a number of courses which provide a professional education allied to varying amounts of modern language study. The modern language component (usually French or German, but Italian, Spanish and Russian are also on offer at some institutions) is either compulsory or optional, depending on the course. Some courses give you the opportunity of studying two languages.

Degree courses in hotel and catering management/administration are available at Strathclyde and Surrey Universities and at Middlesex Polytechnic; you can do catering administration or hotel and tourism management at the University of Ulster; and at Oxford Polytechnic, business, catering, tourism and language options are available in their modular scheme - so you can construct a course to suit you.

You are likely to have to get 'A' level grades in the BCC-CCD range to get on to one of these courses, but since the language component is only a minor one, an 'A' level in the language is not absolutely necessary. Some institutions prefer an 'A' level, however, or at least a good 'O' level/GCSE. As with all vocational courses, you can expect to have an industrial or commercial placement; often there are two. This could be abroad, or in the UK, depending upon the course you choose, and upon your own wishes.

Successful graduates from these courses find employment both at home and abroad, and normally at management level, in the hotel and catering trade, in public sector tourism, with travel agencies, tour operators and transport organisations.

LIBRARY STUDIES/MEDIA STUDIES

The degree course in library studies at Loughborough University is not strictly a course with languages, but

students on the course are able to study a foreign language as one of their options. If you opt for the four-year course (instead of the three-year one) you can spend the third year studying abroad - the library studies department has close links with institutions in France, Germany and the Netherlands.

Media studies courses are not vocational in nature and do not therefore ensure employment in the media. However they could be a valuable asset if you are looking for a career involving the application of modern media (film, photography, TV, radio, advertising, etc.), for example, public relations, marketing, design, the broadcasting media, video and audio-visual industries, journalism, advertising, personnel work or conference and exhibition management.

Birmingham University offers two degree courses in media and cultural studies with French, German, Spanish and Portuguese, Modern Greek or Russian. On one of their courses you would have the opportunity of doing Celtic languages, Portuguese, Serbo-Croat or Turkish as subsidiary subjects. Stirling University runs a course in film and media studies with French, German or Spanish; and at the University of Ulster media studies can be studied as a major, joint or minor subject with French, German, Irish, Arabic or Japanese (as part of their combined humanities course). At Trinity and All Saints' College you can do major studies in French, German or Spanish together with a professional course in public media.

An 'A' level in the language to be studied is normally required for French and German, and sometimes for Russian and Spanish. Some evidence of your ability to learn languages, usually an 'A' level in a language, will be required for other languages. No particular 'A' level subjects are specified for the media studies part of the course.

Such a course, combining as it does media studies and foreign language skills could make you attractive as a prospective employee to a variety of media-related organisations operating in the international field.

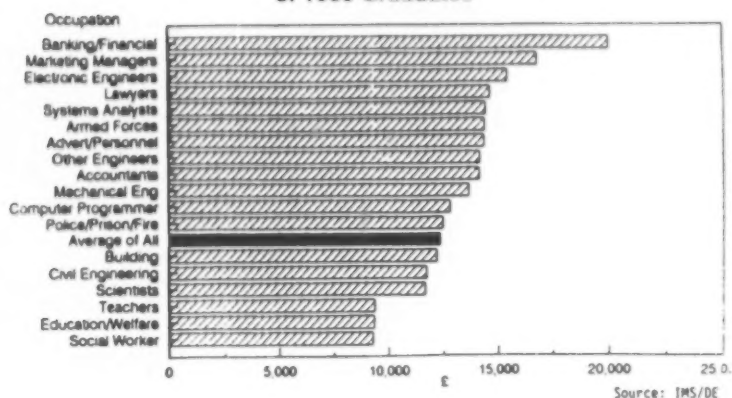
SOME FINAL WORDS

First, the courses mentioned above are only examples. You should look at the Signposts section starting on page 80 for a fuller picture of the opportunities available.

Secondly, be very sure that you want to study for a specialised degree before you have started the course. Although most of the courses mentioned do not commit you to a specific career, it would be a pity to find yourself doing the course just because you think it will prepare you for a lucrative job. There are several important considerations in choosing a course and a career, and happiness and enjoyment are two of them.

Thirdly, ... and not to discount monetary aspects entirely! you may be interested to see a comparison of the average salaries earned seven years after graduating by those who got their degrees in 1980. The statistics appeared in *The Graduate Labour Market in the 1990s* (pub. 1989 by The Institute of Manpower Studies).

Average Gross Salaries in 1987 by Occupation of 1980 Graduates



These figures do not take into account any extra payment made to those who have the additional qualification of a language.

Checklist

I'd like a course that will prepare me for a career

1. Most of these vocational courses contain a period of time spent abroad, either on a work placement or at a foreign university or business school.
2. There are many benefits to be derived from a work placement abroad, including sometimes the possibility of being taken on by the foreign firm when you graduate.
3. A period of study abroad can often lead to a foreign degree or other qualification as well as the British degree.
4. The creation of the single European market in 1992 is likely to increase your opportunities in the jobs market - especially if you include a language in your study programme.
5. You might also look beyond the EC and consider combining languages like Russian, Arabic, Chinese and Japanese with another subject. All these languages figure amongst those in demand by employers.

CHAPTER 6

**Can I keep my language going while I am
studying science, engineering or technology?**



Scientists and engineers, like arts people, need languages. They travel and work internationally for companies which sell goods abroad, or are themselves multinational. Fluency in a second language, being able to talk about your subject in that language, and a period of study abroad, can all be highly advantageous in the job market.

This quotation is taken from the section devoted to science and engineering with European studies in the Sussex University prospectus. This university offers thirty-five different courses in the sciences, mathematics or engineering each with a language (French, German, Spanish, Italian or Russian) and some study of European society and economics. There are plenty of courses, too, in other higher education institutions which are listed in the tables at the end of this book.

Some of you may have chosen to do a mixture of 'A' levels, and may have included science subjects and a language in your programme. You will have made a sensible choice. The Institute of Manpower Studies has forecast that European employers are likely to be interested in UK graduates from extended engineering courses and from applied science courses who have European languages. British employers, in particular, are now beginning to wake up to the real advantages which are to be derived from their employees, particularly managers and other senior staff, speaking the language and understanding the way of life of those they have dealings with abroad. It is also useful to have the necessary linguistic ability to read foreign scientific literature.

How can I keep my languages going while doing a science degree?

One of the ways you can keep your language going, or learn a new one, is by taking advantage of the facilities offered by language centres which have been set up at many higher education institutions. You should see Chapter 4 for further details.

Can I do a combined science and languages degree?

Yes, there are quite a few possibilities available to you. French, German and Russian are the languages most commonly on offer with a science subject. Italian and Spanish are also fairly widely available, as well as Arabic, Czech, Hebrew and Celtic languages at the occasional institution. The science subjects you can study with one of these languages are biology, biochemistry, chemistry, electronics, geology, mathematics, microbiology, physics or psychology, as well as computer science (see Chapter 5). Such courses can be found in the universities and polytechnics, and to a lesser extent in the colleges of higher education.

In the majority of these courses the emphasis is on the science component. If you want to study a science with a language, therefore, you will have to get one, or perhaps two, good 'A' level passes in an appropriate science. You will nearly always be asked for a good 'A' level in the language to be studied - although if you choose one of the less common languages an 'A' level in any language will satisfy the Admissions Tutor that you have the ability to cope with language work. Sometimes you may be asked for no higher qualification than an 'O' level/GCSE in a language.

Most courses will expect you to spend a period of time abroad in the country where the language of study

is spoken. You would normally expect to study at a foreign university, or teach in a foreign school.

If you do a joint course like this you can leave your choice of career until you come to the end of your degree course, if you wish. You can then decide to capitalise on your linguistic proficiency or your scientific expertise - or both, of course. The study of a language and a scientific subject can lead to employment in various branches of firms and organisations specialising in the technical or scientific field and who conduct much of their business abroad. Increasingly, there are openings for successful graduates in production management, technical sales, information services or scientific research. If you have done a course where a significant proportion of the science work is approached through the foreign language, you are likely to find that you have acquired a highly specialised level of language which could equip you well for a career in technical translation.

I want to be an engineer, and I have heard that languages would be useful

Languages are important for engineers. Engineering has become international, and if you have decided to be an engineer it is very possible that you will one day find yourself working for a multinational company or for a firm which has connections abroad. You would need to be able to communicate with employees at all levels, not only about engineering matters, but also on a social level. It would also help to have some knowledge of the foreign country and its culture, to know how your counterparts in other countries thought, so you could interact with them effectively.

Employers are on the look-out for professionals with linguistic skills, as we have seen earlier. In a survey

conducted by the *Export Times* (No. 210, April 1987) Dr Stephen Hagen, who coordinated the survey, comments:

Exporters tell me that they don't want specialist linguists, but people with skills such as engineering and law who also have a grasp of languages.

It is for these reasons that far-sighted teachers at the University of Bath set up their pioneering courses in engineering with French and with German, before the UK became a member of the European Community. You can study several branches of engineering at Bath - mechanical, aeronautical, manufacturing, systems, or thermal power - with one of these two languages. What is important about the programme of study is that you study some aspects of your engineering course in French or German, taught by a French or a German engineer; you have to write a technical report on laboratory projects in your chosen language - and this counts towards your final assessment; and you have an industrial placement, usually three or six months, but sometimes a whole year, working in a responsible professional capacity in France or Germany.

The language component of the course comprises two to three hours of work per week in the University's School of Modern Languages, where the special course includes technical translation and aspects of French or German politics, economics and culture. All this backs up engineering studies done in French or German - lectures in the foreign language on applied mechanics, seminars in the foreign language on a wide range of engineering-related topics, and laboratory and project work and report writing, again entirely in the foreign language. This is in addition, of course, to engineering studies done through the medium of the English language. Some undergraduates start the course with a

fairly modest level of achievement in French or German, but they cope well as the language work becomes progressively more important, until it comprises about 25% of the programme. The course is demanding, but has been designed so that the undergraduate's work-load is only a little greater than that of an engineering student who is not doing the language. And it is possible to change to the 'straight' engineering course at the end of any academic year if you wanted to.

In recent years similar courses have become available at other universities and polytechnics. You can do electronic engineering at the University of Keele with German or Russian, and at Salford University with German. At Sussex University you can do electrical, electronic or control engineering or power electronics with French or German. Coventry Polytechnic offers two courses in engineering studies with French, German or Spanish. Plymouth Polytechnic offers these three languages with civil or communication engineering. You can do French or German with manufacturing systems at Hatfield Polytechnic, and with engineering and engineering systems at Portsmouth Polytechnic.

You need to find out how much language work you would be doing on these courses, and how much engineering work is done in the foreign language. It varies from course to course.

Because of this the language entry qualifications vary as well. Sometimes you will need no more than an 'O' level/GCSE pass in a foreign language, although an 'A' level or an 'AS' level in the language to be studied would obviously be a great advantage.

You also need to find out about the period of time spent abroad. Most institutions will send you abroad for a period varying from a few months to a year, either to

study at a partner institution or to work in European industry.

To do an engineering degree you will also need 'A' levels in mathematics and physics. Chemistry is also preferred for some courses. However, provision is sometimes made for those who have not studied these subjects at school or college (see below).

If the engineering and language courses mentioned above do not suit you - this might be the case if you wished to do civil engineering, for instance, since there is only one institution offering it - you may find that a course which does suit you offers you an opportunity to do a language, but it may not always be mentioned in the prospectus. At Southampton University a few civil engineering undergraduates (on average four a year) are given the opportunity of studying in Paris at the *Ecole Nationale des Ponts et Chaussées*, a prestigious higher education institution specialising in civil engineering. Here they work alongside French students and can obtain a *Maîtrise Scientifique* in addition to the M.Eng. awarded by Southampton. Those selected to go to France follow a special French course in their third year. This is to prepare them to be able to follow lectures in French, of course, but the course also includes cultural topics to allow them to benefit from the theatres, cinemas and other cultural experiences offered by the French capital. They are also encouraged to take a course in everyday, colloquial French at the Language Centre. Unlike the Bath course, they do no engineering through the French language.

This scheme started in 1984, when the first group of four students set off to spend a year working and studying in Paris. Quoted in the University newspaper (*Hartley News*, Spring 1986), one of those four students reported:

The year in France kicked off with summer vacation employment in French design offices - mainly with the French railways. The experience was invaluable, if, at times, a little harrowing. After eight weeks we re-entered student life with a good grounding in technical French and a less bigoted view of the French nation.

.... The two biggest differences (in our eyes) between the English and French education systems were that lectures were three hours long, and the lecturers used a particularly sadistic practice known as 'passer au tableau.' The aim of this psychological torture was to force an unsuspecting student to the blackboard where he would have to carry on the lecture or perform some calculations in front of the class.

.... In spite of all the differences in teaching techniques and course material (not to mention the different language) we gradually mastered the problems sufficiently to achieve moderately good results, and became more confident in communicating in French than many friends who were doing French as a degree.

Of the four undergraduates who studied at the ENPC in 1984/5, two of them took up their first appointments with French companies on graduation.

At Cambridge University undergraduates on the production engineering tripos take a compulsory intensive German course in their final (fourth) year. Some of them choose to do their final project in Germany.

At Essex University there is a five-year joint European degree scheme run by the Department of Electronic Systems Engineering in conjunction with the *Ecole Supérieure d'Ingénieurs en Electrotechnique et Electronique* (Paris) and the Technical University of

Karlsruhe (West Germany). If you were accepted for this programme you would spend three years at Essex, taking your B.Eng. degree at the end of that period. Throughout the three years you would attend language classes in French and German. Places on the final two years of the scheme are limited and selection is made during the third year on the basis of both your engineering and your linguistic competence. If you were chosen, you would be able to spend the fourth year at one of the two universities, Paris or Karlsruhe, followed by a fifth year on an industrial project at the other university. At the end of the five years, if you were successful, you would receive not only an M.Sc. degree but also a European diploma signed by all three universities.

At the University of Surrey a limited number of engineering students (civil, mechanical, chemical and process, electrical and electronic, and materials science) are offered the opportunity to enhance their courses with training in French or German. Those selected for the scheme receive two hours' language tuition per week in the first two years, and in the summer vacation at the end of their first year they spend a month on a language course at either the University of Tours in France or at one of the Goethe Institutes in Germany. At the end of their second year they leave Surrey for a twelve-month industrial placement in France or Germany. Selection for the scheme takes place during the first year and is made on the basis of engineering and language ability. You would need at least an 'O' level/GCSE in the appropriate language to be eligible for selection.

I would like to do engineering with a language, but I haven't done the right 'A' levels

If you are not studying mathematics and physics at 'A' level but on reading this think you might like to do an engineering degree course, don't despair! Because of the demand for graduate engineers some universities provide conversion courses designed for those who have studied arts or social science subjects. You would be eligible for one of these courses if you had at least two 'A' levels in any subject, and a good 'O' level/GCSE in mathematics, and preferably physics too. Such a course would add an extra year to your engineering degree course and would provide the necessary grounding in mathematics and physical science.

A similar one-year scheme is offered by many of the polytechnics. This is called the Higher Introductory Technology and Engineering Conversion Course (HITECC). The course includes sufficient mathematics and engineering science to provide a suitable foundation for degree and higher diploma courses in engineering and technology. It also provides an insight into careers in the various engineering disciplines.

Checklist

Can I keep my language going while I am studying science, engineering or technology?

1. Scientists and engineers need languages.
Engineering in particular is an international field, and a knowledge of the language as well as an understanding of the country and its culture are important for those who go to work abroad.
2. You can choose a science/engineering degree course with a language component; alternatively, you can learn a language or keep a language going at a language centre.
3. When you come to choose a job after doing a combined science and language degree course you can capitalise on your scientific or your linguistic expertise - or both.
4. It is important to find out how much language work is involved in engineering courses, as well as the level, and degree of integration with the engineering work. They vary considerably.
5. There are one-year conversion courses at some universities and polytechnics to prepare those who have not done mathematics and physics at 'A' level for an engineering degree course.

CHAPTER 7

Signposts



Degree Course Table 1

Modern European languages

Language degree courses vary from institution to institution. Some combine the study of language and the practice of language skills with mainly literary and cultural studies; some integrate the language work with the study of political, economic and sociological aspects of the country; others will have chosen a combination of these two approaches. The following list makes no distinctions between these three possibilities.*

	Availability
French	are quite widely available in universities, polytechnics and colleges/institutes of higher education
German	
Italian	
Russian	
Spanish or Hispanic Studies	
	(all universities)
Dutch	Cambridge, Hull, Liverpool, London, (University College)
Modern Greek	Birmingham, Cambridge, London (King's College), Oxford
Danish	Cambridge, East Anglia, Edinburgh
Finnish	London (School of Slavonic and East European Studies (SSEES))
Norwegian	Cambridge, Edinburgh, London (SSEES)
Swedish	Cambridge, East Anglia, Edinburgh, Hull, Lampeter

* (U) = University, (P) = Polytechnic

Degree Course Table 1 (contd)

	Availability
Scandinavian Studies	East Anglia, Edinburgh, London (University College)
Bulgarian	London (SSEES)
Czech	Cambridge, Glasgow, London (SSEES)
Hungarian	London (SSEES)
Polish	Cambridge, Glasgow, London (SSEES)
Romanian	London (Queen Mary/Westfield, SSEES, University College)
Serbo-Croat	Cambridge, Nottingham, London (SSEES)
Slavonic and East European Studies	Glasgow, London (SSEES), Sheffield
Gaelic	Aberdeen, Edinburgh, Glasgow
Irish	Belfast, Ulster
Welsh	Wales (Aberystwyth, Bangor, Cardiff, Lampeter, Swansea)

Degree Course Table 1 (i)

Post 'A' level? post GCSE? or ab initio?

To start any degree course you will need to satisfy the 'General Requirement' - the combination of 'A' level, 'AS' level and 'O' level/GCSE passes you need for a minimum qualification. This is explained fully in *University Entrance - The Official Guide* and in the *Polytechnic Courses Handbook*.

In addition, some universities ask for 'O' levels/GCSEs in specified subjects (English, for example) and individual departments will have their own requirements.

If you want to study French, German or Spanish, most institutions will expect you to have passed an 'A' level in the language before you start the degree course.

If you want to start a language from scratch or from 'O' level/GCSE, an 'A' level (or perhaps an 'AS' level) in another modern foreign language is normally required as a proof of your linguistic competence. Some institutions which admit beginners may ask you to do an extra preliminary year.

	Language Entry Requirement
French	usually an 'A' level in French is required
German	usually an 'A' level in German is required, although a few institutions will consider a good 'O' level/GCSE, and about ten institutions will teach German to degree level from scratch. Some institutions will accept an 'AS' level in German.
Spanish	may be taken post 'A' level (in about 45 institutions), but may also be taken post 'AS' level, post 'O' level/GCSE or <i>ab initio</i> in some institutions.
Portuguese Catalan	are offered <i>ab initio</i> as a subsidiary subject with Spanish - such courses may be called 'Hispanic Studies'

Degree Course Table 1 (i) (contd)

	Language Entry Requirement
Italian Russian	may be studied post 'A' level, post 'AS' level, post 'O' level/GCSE or <i>ab initio</i> . Universities, however, prefer students who have been successful in the language at 'A' level.
Other European languages	complete beginners are usually accepted, but this is not always the case where the course is a demanding one (e.g. in a joint course where two languages are studied competent knowledge of one of them is usually required).

Most candidates for degree courses offer a combination of 'A' levels, 'AS' levels and 'O' levels/GCSEs. However, BTEC, IB, EB, and SCE/CSYS are equally acceptable qualifications.

Degree Course Table 2

Exotic languages - Arabic, Chinese and Japanese

	Arabic	Chinese	Japanese
Aston (U)			✓****
Cambridge (U)		✓	
Durham (U)		✓	
Edinburgh (U)	✓	✓	
Exeter (U)	✓		
Glasgow (U)	✓		
Leeds (U)	✓	✓	✓****
London (U) (SOAS)*	✓	✓	✓
Oxford (U)		✓	
St. Andrews (U)	✓		
Salford (U)	✓***		
Sheffield (U)			✓***
Stirling (U)			✓
York (U)		✓	
Central London (P)**	✓	✓	

* The School of Oriental and African Studies offers a wide range of other exotic languages - Amharic, Berber, Hausa, Hebrew, Korean, Persian, Turkish, Urdu...

** PCL offers Arabic and Chinese either as a single honours course (part-time, five years minimum; students should be over 21) or as part of a Modern Languages BA (full time, four years).

**** Arabic at Salford and Japanese at Sheffield are mostly offered in combination with another subject.

**** Japanese is offered as a subsidiary language at Aston and Leeds.

The University of Manchester offers a course in Middle Eastern Languages and a European language.

Degree Course Table 3

**Applied languages, interpreting and translating,
Linguistics and modern languages**

	Fr	Ger	It	Russ	Sp	Other
APPLIED LANGUAGES						
Ulster (U)	✓	✓				
Brighton (P)	✓			✓		
Ealing CHE	✓	✓		✓	✓	
INTERPRETING AND TRANSLATING						
E. Anglia (U)	✓	✓				Danish, Norwegian, Swedish,
Heriot-Watt (U)	✓	✓		✓	✓	
LINGUISTICS AND MODERN LANGUAGES						
E. Anglia (U)	✓	✓				Danish, Norwegian, Swedish,
Edinburgh (U)	✓	✓	✓	✓	✓	Arabic
Essex (U)	✓	✓		✓	✓	
Kent (U)	✓	✓	✓			
Lancaster (U)	✓	✓	✓			
Leeds (U)	✓	✓		✓	✓	Arabic, Chinese

Degree Course Table 3 (contd)

	Fr	Ger	It	Russ	Sp	Other
London (U): School of Oriental & African Studies (SOAS)						Arabic, Chinese, Japanese*
London (U): University College		✓	✓			Dutch
Manchester (U)	✓	✓	✓		✓	
Nottingham (U)		✓		✓	✓	
Reading (U)	✓	✓	✓			
Sheffield (U)	✓	✓		✓	✓	Japanese
Survey (U)	✓	✓		✓		
Sussex (U)	✓					
York (U)	✓	✓				Chinese, Hindi
Wales (U)(Bangor)	✓	✓		✓		Welsh
Hatfield (P)	✓	✓			✓	
Lancashire (P)	✓	✓				
COMPUTATIONAL LINGUISTICS & MODERN LANGUAGES						
Essex(U)	✓	✓		✓	✓	
UMIST	✓	✓		✓		
Sussex (U)	✓	✓	✓	✓		

* And a wide range of other Oriental and African languages.

Degree course Table 3 (contd)

	Fr	Ger	It	Russ	Sp	Other
INFORMATION SCIENCE AND A LANGUAGE						
Leeds (U)		✓		✓		

Degree Course Table 4

Combined/joint honours

Apart from other modern foreign languages, there are many subjects which can be studied in combination with modern language(s) at selected British universities, polytechnics and colleges/institutes of higher education. The following list contains the majority of subject combinations:

	Fr	Ger	It	Russ	Sp	Other
Accountancy	✓	✓	✓	✓	✓	
African Studies	✓	✓				Hispanic Studies
African/Caribbean Studies	✓	✓	✓			
Agriculture	✓	✓	✓		✓	
American Studies	✓	✓		✓	✓	Irish, Welsh
Ancient History	✓	✓	✓	✓	✓	Welsh
Anthropology	✓	✓	✓		✓	
Archaeology	✓	✓	✓	✓	✓	Arabic, Czech, Portuguese, Swedish, Welsh
Art	✓		✓		✓	Irish, Welsh
Art History	✓	✓	✓	✓	✓	Arabic, Czech, Dutch, Modern Greek, Polish, Irish, Welsh
Banking	✓	✓		✓		

Degree Course Table 4 (contd)

	Fr	Ger	It	Russ	Sp	Other
Biblical Studies	✓	✓	✓	✓	✓	Arabic, Czech, Hispanic Studies, Polish
Biochemistry	✓	✓		✓	✓	
Biology	✓	✓	✓	✓	✓	
Business Administration	✓	✓	✓		✓	
Business Studies	✓	✓	✓	✓	✓	Arabic, Danish, Japanese, Portuguese, Scandinavian Studies, Welsh
Byzantine Studies				✓	✓	
Cartography	✓	✓	✓		✓	
Catering & Hotel Management	✓	✓	✓		✓	
Celtic	✓	✓	✓	✓	✓	Arabic, Czech, Hispanic Studies
Chemistry	✓	✓		✓	✓	
Church History	✓	✓		✓		Arabic, Czech, Hispanic Studies, Polish, Swedish, Welsh

Degree Course Table 4 (contd)

	Fr	Ger	It	Russ	Sp	Other
Classical Studies	✓	✓	✓	✓	✓	Arabic, Czech, Modern Greek, Polish, Portuguese, Swedish, Welsh
Computing/Computing Science	✓	✓	✓	✓	✓	Arabic, Czech, Modern Greek, Portuguese, Welsh
Drama/Theatre Studies	✓	✓	✓	✓	✓	Arabic, Czech, Modern Greek, Irish, Welsh
Economic History	✓	✓	✓	✓	✓	Arabic, Czech, Polish
Economic & Social History	✓	✓	✓	✓	✓	Japanese, Scandinavian languages
Economics	✓	✓	✓	✓	✓	Arabic, Chinese, Japanese, Portuguese, Scandinavian languages, Welsh, Bengali, Gujarati, Hindi, Marathi, Tamil, Urdu, Hausa

Degree Course Table 4 (contd)

	Fr	Ger	It	Russ	Sp	Other
Education	✓	✓	✓	✓	✓	Modern Greek, Portuguese, Irish, Welsh
European History	✓	✓	✓	✓	✓	Scandinavian languages
Engineering	✓	✓		✓	✓	
English	✓	✓	✓	✓	✓	Arabic, Chinese, Czech, Modern Greek, Portuguese, Polish, Swedish, Irish, Welsh
Environmental Science	✓					
European Studies	✓	✓	✓	✓	✓	Dutch, Portuguese
Film Studies	✓	✓	✓		✓	Japanese
Fine Art	✓		✓			
Food Science	✓	✓			✓	
Geography	✓	✓	✓	✓	✓	Arabic, Chinese, Czech, Japanese, Hispanic Studies, Polish, Swedish, Welsh

Degree Course Table 4 (contd)

	Fr	Ger	It	Russ	Sp	Other
Geography (contd)						Bengali, Gujarati, Hindi, Marathi, Tamil, Urdu, Hausa, Swahili
Geology	✓	✓	✓	✓	✓	
Greek	✓	✓	✓	✓	✓	Arabic, Chinese, Czech, Modern Greek, Hispanic Studies, Polish, Swedish, Welsh
Greek Civilisation	✓					Arabic
History of Ideas	✓	✓	✓		✓	Portuguese
History of Science	✓	✓	✓			
Home Economics	✓					
Indonesian Studies						Dutch
Informatics	✓	✓				Swedish, Welsh
Information Systems	✓	✓			✓	
International Studies	✓	✓			✓	
Islamic Studies	✓	✓				Swedish, Welsh
Latin	✓	✓	✓	✓	✓	Arabic, Czech

Degree Course Table 4 (contd)

	Fr	Ger	It	Russ	Sp	Other
Latin (contd)						Hispanic Studies, Mod Greek, Polish, Swedish, Welsh
Law	✓	✓	✓	✓	✓	Arabic Chinese, Japanese, Bengali, Gujarati, Hindi, Marathi, Tamil, Urdu, Amharic, Hausa, Swahili
Librarianship	✓	✓	✓	✓	✓	Irish, Welsh
Linguistics	✓	✓	✓	✓	✓	Arabic, Chinese, Danish, Dutch, Japanese, Swedish, Norwegian, Welsh, Bengali, Gujarati, Hindi, Marathi, Tamil, Urdu, Turkish, Amharic, Hausa, Swahili

Degree Course Table 4 (contd)

	Fr	Ger	It	Russ	Sp	Other
Management Studies	✓	✓	✓	✓	✓	Arabic, Chinese, Czech, Japanese, Portuguese, Polish
Marketing	✓	✓			✓	Arabic, Japanese
Mathematics	✓	✓	✓	✓	✓	Arabic, Czech, Modern Greek, Portuguese
Media Studies	✓	✓	✓	✓	✓	Hispanic Studies, Modern Greek
Mediaeval History	✓	✓		✓	✓	
Mediaeval Studies	✓	✓	✓	✓	✓	Welsh
Metallurgy	✓	✓				
Microelectronics	✓	✓	✓		✓	
Modern History	✓	✓		✓	✓	Japanese
Music	✓	✓	✓	✓	✓	Arabic, Czech, Modern Greek, Japanese, Portuguese, Polish, Irish, Welsh, Bengali, Hindi, Urdu, Persian, Turkish

Degree Course Table 4 (contd)

	Fr	Ger	It	Russ	Sp	Other
Philosophy	✓	✓	✓	✓	✓	Arabic, Czech, Modern Greek, Polish Scandinavian languages
Physical Education	✓	✓		✓		
Physics	✓	✓	✓	✓	✓	
Physics/Electronics	✓	✓				
Planning	✓	✓	✓		✓	
Politics	✓	✓	✓	✓	✓	Arabic, Chinese, Czech, Japanese, Modern Greek, Polish Portuguese, Scandinavian languages, Welsh, Bengali, Gujarati, Hindi, Marathi, Tamil, Urdu, Hausa
Psychology	✓	✓	✓	✓	✓	Arabic, Czech, Hispanic Studies, Polish
Public Administration	✓	✓				
Public Media	✓				✓	

Degree Course Table 4 (contd)

	Fr	Ger	It	Russ	Sp	Other
Religious Studies	✓	✓	✓	✓	✓	Arabic, Chinese, Portuguese, Swedish, Welsh, Bengali, Gujarati, Hindi, Marathi, Tamil, Urdu, Persian, Turkish, Hausa
Roman Civilisation	✓		✓	✓	✓	
Scottish History		✓	✓	✓		Arabic, Czech, Hispanic Studies
Secretarial Studies	✓	✓	✓	✓	✓	
Social Administration	✓					
Social Anthropology	✓	✓	✓	✓	✓	Arabic, Chinese, Japanese, Bengali, Gujarati, Hindi, Marathi, Nepali, Tamil, Urdu, Turkish, Amharic, Hausa, Swahili

Degree Course Table 4 (contd)

	Fr	Ger	It	Russ	Sp	Other
Social Sciences						Arabic
Society & Government	✓	✓				
Sociology	✓	✓	✓	✓	✓	Arabic, Chinese, Czech, Japanese, Polish, Portuguese, Scandinavian languages, Welsh
Sport/Recreation Studies	✓	✓	✓	✓		Hispanic Studies, Modern Greek
Statistics	✓	✓	✓	✓	✓	
Theology	✓	✓	✓	✓		Arabic, Hispanic Studies, Modern Greek, Swedish, Welsh
Tourism Management	✓	✓	✓		✓	
Urban Planning	✓	✓		✓	✓	
Victorian Studies	✓	✓				Swedish, Welsh
Welsh History	✓	✓	✓		✓	Portuguese, Irish, Welsh

Degree Course Table 4 (i)

Accountancy, finance or banking with modern languages

	Fr	Ger	It	Russ	Sp	Other
ACCOUNTANCY						
Aberdeen (U)	✓	✓				Hispanic Studies
Kent (U)	✓					
Newcastle (U)	✓	✓			✓	
Salford (U)	✓	✓	✓		✓	Hispanic Studies
Southampton (U)	✓	✓			✓	
Stirling (U)	✓	✓			✓	
Wales (U) (Bangor)	✓	✓		✓		
City of London (P)*	✓	✓				
Oxford (P)*	✓	✓	✓		✓	
ACCOUNTING/ FINANCE						
Lancaster (U)	✓	✓	✓			
Bristol (P)	✓	✓			✓	
Leeds (P)**	✓					
FINANCE						
Stirling (U)	✓	✓			✓	
BANKING						
Wales (U) (Bangor)	✓	✓		✓		

Degree Course Table 4 (i) (contd)

	Fr	Ger	It	Russ	Sp	Other
BANKING/ INSURANCE						
Wales (U) (Bangor)	✓	✓		✓		Welsh

- * At the City of London Polytechnic and at Oxford Polytechnic Accountancy is offered with languages as parts of a modular course.
- ** The European Finance and Accounting course at Leeds Polytechnic is run in conjunction with, and includes a year at, the *Ecole Supérieure de Commerce* in Caen. Successful students gain a *Certificat d'Etudes Supérieures en Comptabilité et Finance Européennes* (CFE) as well as a BA (Hons).

Degree Course Table 4 (ii)

**Business, management and marketing with foreign
languages**

	Fr	Ger	It	Russ	Sp	Other
MANAGEMENT SCIENCE/ STUDIES						
Bath (U)	✓					
Bradford (U)	✓				✓	
Durham (U)						Chinese
E. Anglia (U)	✓	✓				
Glasgow (U)	✓	✓	✓	✓		Hispanic Studies, Arabic, Czech, Polish
Keele (U)	✓	✓		✓		
Kent (U)	✓	✓				
Lancaster (U)	✓	✓	✓			
Leeds (U)	✓	✓	✓	✓	✓	Arabic, Chinese, Portuguese
London (U) (King's College)	✓					
UMIST	✓					
Reading (U)	✓					
St. Andrews (U)	✓	✓		✓	✓	
Stirling (U)	✓	✓			✓	Arabic, Japanese

Degree Course Table 4 (ii) (contd)

	Fr	Ger	It	Russ	Sp	Other
Wales (U) (Swansea)	✓	✓	✓		✓	
Teeside (P)	✓	✓			✓	
Trinity & All Saints (C) (Leeds)	✓				✓	
BUSINESS STUDIES						
E. Anglia (U)	✓	✓				Danish
Edinburgh (U)	✓	✓	✓		✓	Arabic
Hull (U)	✓	✓	✓		✓	Scandinavian Studies
London (U) (University College)			✓			
Sheffield (U)	✓	✓		✓	✓	Japanese
Stirling (U)	✓	✓			✓	Japanese
Ulster (U)						Asian Studies
Wales (U) (Cardiff)						Japanese
Wales (U) (Swansea)	✓	✓	✓	✓	✓	Welsh
Warwick (U)		✓				
Bristol (P)	✓	✓			✓	
E. London (P)	✓	✓				
Hatfield (P)	✓	✓				
Leeds (P)	✓	✓				
Leicester (P)	✓	✓				
Manchester (P)	✓	✓				

Degree Course Table 4 (ii) (contd)

	Fr	Ger	It	Russ	Sp	Other
Middlesex (P)	✓	✓			✓	
Sheffield (P)	✓	✓	✓		✓	
South-West (P)	✓	✓			✓	
Sunderland (P)	✓	✓				
Thames (P)	✓	✓			✓	
Trent (P)	✓	✓				
Wolverhampton (P)	✓	✓		✓	✓	
Dorset IHE	✓					
Ealing CHE	✓	✓			✓	
Glasgow College of Technology	✓	✓				
Nene College		✓				
Rochampton IHE	✓					
BUSINESS ADMINISTRATION						
Aston (U)	✓	✓				
Belfast (U)	✓	✓	✓		✓	
Loughborough (U)	✓	✓				
Wales (U) (Aberystwyth)	✓	✓			✓	
Oxford (P)	✓	✓	✓		✓	
EUROPEAN BUSINESS						
Ulster (U)	✓	✓			✓	

Degree Course Table 4 (ii) (contd)

	Fr	Ger	It	Russ	Sp	Other
E. London (P)	✓	✓				
Middlesex (P)	✓	✓				
Trent (P)	✓	✓			✓	
Buckinghamshire CHE	✓	✓			✓	
Humberside CHE	✓	✓			✓	
Liverpool IHE	✓					
Nene College	✓	✓				
INTERNATIONAL BUSINESS						
Aston (U)	✓	✓				
Heriot-Watt (U)	✓	✓			✓	
Sheffield (P)	✓	✓	✓		✓	
MARKETING						
Lancaster (U)	✓	✓				
Salford (U)	✓	✓	✓		✓	
Stirling (U)	✓	✓			✓	Japanese
Thames (P)	✓	✓			✓	
COMMERCE						
Birmingham (U)	✓	✓		✓	✓	
Glasgow College of Technology	✓	✓				

Degree Course Table 4 (iii)

Computing/information systems with modern languages

	Fr	Ger	It	Russ	Sp	Other
COMPUTING/ COMPUTING SCIENCE						
Aston (U)	✓	✓				
Birmingham (U)	✓	✓	✓	✓		Hispanic Studies, Modern Greek
Bristol (U)	✓	✓	✓	✓	✓	
Glasgow (U)	✓			✓		Czech, Arabic
Keele (U)	✓	✓		✓		
Kent (U)	✓	✓	✓			
London (U) (Queen Mary/ Westfield)	✓	✓			✓	
London (U) (Royal Holloway and Bedford New College)	✓					
Newcastle (U)	✓	✓			✓	
Southampton (U)	✓	✓		✓		
Sussex (U)	✓	✓	✓		✓	
Wales (U) (Cardiff)	✓	✓	✓		✓	Portuguese
City of London (P)*	✓	✓				
Hatfield (P)	✓	✓			✓	
Lancashire (P)	✓	✓				
Staffordshire (P)*	✓	✓				

Degree Course Table 4 (iii) (contd)

	Fr	Ger	It	Russ	Sp	Other
Oxford (P)*	✓	✓	✓		✓	
Sunderland (P)	✓	✓				
Liverpool IHE	✓					
INFORMATION SYSTEMS						
Bristol (P)	✓	✓			✓	
Staffordshire (P)	✓	✓				
EUROPEAN MANAGEMENT SCIENCE WITH COMPUTING						
Kent (U)	✓	✓				

- * At the City of London Polytechnic and at Oxford Polytechnic Computing is offered with languages as parts of a modular course.

Degree Course Table 4 (iv)

Education and modern languages

The majority of secondary school teachers of modern languages read for a degree in one or more languages and then follow this by a year spent working for a Postgraduate Certificate in Education (PGCE). There are, however, several institutions where you can do a first degree course which combines the study of one or more languages with the study of Education, and this can lead to a teaching career in either primary or secondary education.

	Fr	Ger	It	Russ	Sp	Other
EDUCATION						
Stirling (U)	✓	✓			✓	
Wales (U) (Aberystwyth)						Irish, Welsh
Wales (U) (Bangor)						Welsh
Wales (U) (Cardiff)	✓	✓	✓		✓	Portuguese, Welsh
E. London (P)	✓	✓				
Lancashire (P)	✓	✓				
Oxford (P)	✓	✓	✓			
College of Ripon & York St John	✓					
La Sainte Union CHE	✓					
Rochampton IHE	✓					
Trinity & All Saints' College, Leeds	✓					
Westminster College	✓					

Degree Course Table 4 (iv) (contd)

	Fr	Ger	It	Russ	Sp	Other
PHYSICAL EDUCATION						
Wales (U) (Bangor)	✓	✓		✓		
Liverpool IHE	✓					
SPORT/RECREATION STUDIES						
Birmingham (U)	✓	✓	✓	✓		Hispanic Studies, Modern Greek
HUMAN MOVEMENT						
Derbyshire CHE	✓					

Degree Course Table 4 (v)

Engineering and modern languages

(Often only a GCSE in the appropriate language is required, in addition to the normal entry requirement for an Engineering degree course)

	Fr	Ger	It	Russ	Sp	Other
AERONAUTICAL ENGINEERING						
Bath (U)	✓	✓				
CHEMICAL ENGINEERING						
Aston (U)	✓	✓				
UMIST	✓	✓				
CIVIL ENGINEERING						
Aston (U)	✓	✓				
Loughborough (U)		✓				
Strathclyde (U)	✓	✓	✓			
South-West (P)	✓	✓			✓	
ELECTRICAL ENGINEERING						
Sussex (U)	✓	✓				
ELECTRONIC ENGINEERING						
Salford (U)		✓				
Sussex (U)	✓	✓				

Degree Course Table 4 (v) (contd)

	Fr	Ger	It	Russ	Sp	Other
CONTROL ENGINEERING						
Sussex (U)	✓	✓				
SYSTEMS ENGINEERING						
Bath (U)	✓	✓				
ELECTRONICS						
Keele (U)		✓	✓			
Nottingham (U)	✓	✓				
POWER ELECTRONICS/ CONTROL						
Sussex (U)	✓	✓				
THERMAL POWER ENGINEERING						
Bath (U)	✓	✓				
COMMUNICATION ENGINEERING						
South-West (P)	✓	✓			✓	
MECHANICAL ENGINEERING						
Aston (U)	✓	✓				
Bath (U)	✓	✓				
Sussex (U)	✓	✓				

Degree Course Table 4 (v) (contd)

	Fr	Ger	It	Russ	Sp	Other
MANUFACTURING ENGINEERING						/
Aston (U)	✓	✓				
Bath (U)	✓	✓				
Brunel (U)	✓	✓				
MANUFACTURING SYSTEMS						
Hatfield (P)	✓	✓				
ENGINEERING STUDIES						
Coventry (P)	✓	✓			✓	
ENGINEERING/ ENGINEERING SYSTEMS						
Portsmouth (P)	✓	✓				

Other language engineering opportunities:

Because of the growing need for engineers who are able to communicate effectively with their colleagues in other countries, there are increasing opportunities for undergraduates to study a foreign language as part of an 'ordinary' Engineering degree. Such opportunities are not always advertised in the prospectus of undergraduate courses. Here are four examples in the universities:

Cambridge Production Engineering students have **German** incorporated into their timetable during their final (4th) year. Some students might choose to do their final project in Germany.

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- Essex** Students on the Electronic Engineering course can study **French and German** in the 2nd and 3rd years of their three-year course. After that, on the basis of their linguistic and engineering competence they can be selected to spend one year following advanced and specialised courses at a university in either France or Germany, followed by a one-year industrially orientated project at a university in the other country. Successful students thus receive an M.Sc. together with a European diploma signed by all three universities.
- Southampton** A few Civil Engineering students (on average four a year) are offered the opportunity of spending their 4th year studying at the *Ecole Nationale des Ponts et Chaussées* in Paris thus obtaining a *Maîtrise Scientifique* in addition to the M. Eng. Those selected follow a preparatory **French** course in their 3rd year.
- Surrey** Language and Engineering scholarships: **French or German** may be studied with Civil, Mechanical, Chemical & Process, Electrical & Electronic Engineering or Materials Science.

Degree Course Table 4(vi)

**European studies, international relations or modern
languages with politics**

	Fr	Ger	It	Russ	Sp	Other
EUROPEAN STUDIES						
Bath (U)	✓	✓	✓	✓		
Bradford (U)	✓	✓				
Hull (U)	✓	✓	✓		✓	Dutch, Swedish
Kent (U)	✓	✓	✓			
London (U) (Queen Mary/Westfield)	✓	✓		✓	✓	
Loughborough (U)	✓	✓				
Sussex (U)	✓	✓	✓	✓		
Wales (Cardiff) (U)	✓	✓	✓		✓	Portuguese
Lancashire (P)**	✓	✓				
N. London (P)	✓	✓				
Staffordshire (P)**	✓	✓			✓	
Trent (P)	✓	✓				
Wolverhampton (P)	✓	✓		✓	✓	
Ealing CHE	✓	✓		✓	✓	
La Sainte Union CHE	✓	✓	✓			
EUROPEAN LANGUAGES & INSTITUTIONS						
Leeds (P)	✓	✓	✓		✓	Dutch, Portuguese

114 DEGREES OF FLUENCY

Degree Course Table 4(vi) (contd)

	Fr	Ger	It	Russ	Sp	Other
MODERN EASTERN EUROPEAN STUDIES						
Sheffield (U)				✓		plus one other language from Bulgarian, Czech, Polish or Serbo-Croat
POLITICS						
Aberdeen (U)	✓	✓				
Belfast (U)	✓	✓	✓	✓		
Birmingham (U)	✓	✓	✓	✓		Hispanic Studies, Modern Greek
Bristol (U)	✓	✓	✓	✓	✓	
Durham (U)				✓		
E. Anglia (U)	✓	✓				Scandinavian languages
Edinburgh (U)	✓	✓			✓	
Glasgow (U)	✓	✓	✓	✓		Arabic, Czech, Polish, Hispanic Studies
Keele (U)	✓			✓		
Lancaster (U)	✓	✓				
Leeds (U)				✓	✓	Arabic, Chinese

Degree Course Table 4(vi) (contd)

	Fr	Ger	It	Russ	Sp	Other
Leicester (U)	✓					
London (U) (Queen Mary/Westfield)		✓				
London (U) SOAS*						Arabic, Chinese, Japanese
Newcastle (U)	✓	✓			✓	
Reading (U)	✓	✓	✓			
Sheffield (U)	✓			✓	✓	Japanese
Southampton (U)					✓	Portuguese
Wales (U) (Aberystwyth)	✓	✓	✓		✓	
Wales (U) (Cardiff)	✓	✓	✓		✓	Portuguese, Welsh
Wales (U) (Swansea)	✓	✓			✓	Welsh
Warwick (U)	✓	✓				
Bristol (P)	✓	✓			✓	Portuguese
City of London (P)**	✓	✓				
Coventry (P)	✓					
Huddersfield (P)**	✓					
Kingston (P)	✓	✓			✓	
Lancashire (P)**	✓	✓				
Newcastle (P)	✓	✓		✓	✓	
Staffordshire (P)**	✓	✓			✓	
Oxford (P)**	✓	✓	✓		✓	

Degree Course Table 4(vi) (contd)

	Fr	Ger	It	Russ	Sp	Other
South Bank (P)	✓	✓			✓	
Sunderland (P)**	✓	✓		✓		
Trent (P)**	✓					
Wolverhampton (P)**	✓	✓		✓	✓	
WEST EUROPEAN POLITICS						
Essex (U)	✓	✓			✓	
SOCIETY & GOVERNMENT						
Aston (U)	✓	✓				
PUBLIC ADMINISTRATION						
London (U) (Royal Holloway & Bedford New College)	✓	✓				
INTERNATIONAL RELATIONS/ STUDIES						
Aberdeen (U)	✓	✓				Hispanic Studies
Kent (U)	✓					
Reading (U)	✓	✓	✓			
St. Andrews (U)	✓	✓		✓	✓	Arabic

Degree Course Table 4(vi) (contd)

	Fr	Ger	It	Russ	Sp	Other
Warwick (U)	✓	✓	✓			
Staffordshire (P)	✓	✓			✓	

- * At the School of Oriental and African Studies Politics can also be studied with Bengali, Gujarati, Hindi, Marathi, Tamil, Urdu, Modern Hebrew and Hausa.
- ** At these polytechnics European Studies or Politics and Languages form parts of modular or combined studies courses.

Degree Course Table 4 (vii)

Hotel management, catering and tourism with modern languages

	Fr	Ger	It	Russ	Sp	Other
Strathclyde (U) (Hotel and Catering Management)	✓	✓	✓	✓	✓	
Surrey (U)* (Hotel and Catering Management)	✓	✓			✓	
Ulster (U) (Catering Administration)	✓	✓				
Ulster (U) (Hotel and Tourism Management)	✓	✓				
Manchester (P) (International Hotel Management)	✓	✓			✓	
Middlesex (P) (Hotel & Catering Administration)	✓					
Oxford (P) (Business, Catering, Tourism and Language options are available as part of a modular scheme)	✓	✓	✓		✓	
Roehampton IHE (Home Economics)	✓					

* At the University of Surrey the language courses are an option and are run according to demand.

Degree Course Table 4(viii)

Law and modern languages

	Fr	Ger	It	Russ	Sp	Other
Aberdeen (U)	✓	✓				
Birmingham (U)	✓					
Bristol (U)	✓	✓				
E. Anglia (U)		✓				
Essex (U)	✓					
Exeter (U)	✓	✓				
Keele (U)	✓	✓				
Kent (U)	✓	✓			✓	S.E. Asian Studies
Lancaster (U)		✓				Dutch
Leeds (U)						Chinese
Liverpool (U)		✓				
Leicester (U)	✓					
London (U) (King's College)	✓	✓				
London (U) (LSE)	✓	✓				
London (U) (SOAS)						Arabic, Chinese, Japanese*
London (U) (University College)	✓	✓	✓			
Reading (U)	✓					

Degree Course Table 4(viii)

	Fr	Ger	It	Russ	Sp	Other
Surrey (U)	✓	✓		✓		
Sussex (U)	✓	✓	✓	✓		
Wales (U) (Cardiff)	✓	✓	✓			Japanese
Warwick (U)	✓	✓				
Bristol (P)	✓	✓			✓	
City of London (P)**	✓	✓				
Lancashire (P)	✓	✓				
Leicester (P)	✓	✓				
Manchester (P)	✓					
Oxford (P)**	✓	✓	✓		✓	
Ealing CHE	✓	✓				

* At SOAS Law is also offered with Modern Hebrew, Burmese Studies, Indonesian Studies, Thai Studies, Vietnamese Studies, Bengali, Gujarati, Hindi, Marathi, Tamil, Urdu, Amharic, Hausa and Swahili.

** At the City of London Polytechnic and at Oxford Polytechnic Law is offered with languages as parts of a modular course.

Degree Course Table 4 (ix)

Library or media/cultural studies with modern languages

	Fr	Ger	It	Russ	Sp	Other
LIBRARY STUDIES						
Loughborough (U)	✓	✓				
Wales (U) (Aberystwyth)	✓	✓	✓		✓	Irish, Welsh
Leeds (P)		✓		✓		
Newcastle (P)	✓	✓		✓		
MEDIA/CULTURAL STUDIES						
Birmingham (U) (Media and cultural studies)	✓	✓	✓	✓		Hispanic Studies, Modern Greek
Stirling (U) (Film and media studies)	✓	✓			✓	Japanese
Ulster (U) (Humanities Combined)	✓	✓				Irish, Arabic, Japanese
Trinity and All Saints College (Public media)	✓				✓	
INFORMATICS						
Wales (U) (Lampeter)	✓	✓				Swedish, Welsh

Degree Course Table 4(x)

**Modern languages with a science subject or
mathematics**

	Fr	Ger	It	Russ	Sp	Other
BIOCHEMISTRY						
Keele (U)	✓			✓		
Sussex (U)	✓	✓			✓	
BIOLOGY						
Aston (U)		✓				
Sussex (U)	✓	✓			✓	
Keele (U)		✓		✓		
E. London (P)	✓	✓				
Liverpool IHE	✓					
CHEMISTRY						
Aberdeen (U)		✓				
Aston (U)	✓	✓				
Heriot-Watt (U)	✓	✓			✓	
Hull (U)		✓				
Keele (U)	✓	✓		✓		
London (U) (Queen Mary/Westfield)		✓				
UMIST	✓	✓				
Sussex (U)	✓	✓			✓	
Kingston (P)		✓				
Roehampton IHE	✓					

Degree Course Table (4x) (contd)

	Fr	Ger	It	Russ	Sp	Other
ENVIRONMENTAL SCIENCE						
Liverpool IHE	✓					
Rochampton IHE	✓					
GEOLOGY						
Keele (U)	✓			✓		
MATHEMATICS						
Aston (U)	✓					
Birmingham (U)	✓	✓	✓	✓		Hispanic Studies, Czech, Arabic
Glasgow (U)	✓		✓	✓		
Heriot-Watt (U)	✓	✓			✓	
Keele (U)				✓		
Leeds (U)				✓		
Liverpool (U)	✓					
London (U) (Queen Mary/Westfield)	✓	✓		✓	✓	
UMIST	✓	✓				
Sussex (U)	✓	✓	✓	✓	✓	
Wales (U) (Aberystwyth)	✓	✓	✓		✓	
Wales (U) (Cardiff)	✓	✓	✓		✓	Portuguese
Liverpool IHE	✓					

Degree Course Table (4x) (contd)

	Fr	Ger	It	Russ	Sp	Other
MATHS/STATISTICS						
Sussex (U)	✓	✓	✓	✓	✓	
PHYSICS						
Aston (U)	✓	✓				
Keele (U)	✓	✓				
London (U) (King's College)	✓					
UMIST	✓	✓				
Reading (U)	✓	✓	✓			
Sussex (U)	✓	✓	✓	✓	✓	
PHYSICS/ ELECTRONICS						
UMIST	✓	✓				
Reading (U)	✓	✓	✓			
PSYCHOLOGY						
Aston (U)	✓					
Dundee (U)						European Studies
Exeter (U)						European Studies
Glasgow (U)	✓	✓	✓	✓		Polish, Czech, Arabic, Hispanic Studies
Keele (U)	✓	✓		✓		

Degree Course Table (4x) (contd)

	Fr	Ger	It	Russ	Sp	Other
St. Andrews (U)	✓					
Liverpool IHE	✓					
AGRICULTURAL + FOOD SCIENCES						
Nottingham (U)*	✓	✓			✓	

In addition, selected sciences or mathematics can be studied together with modern languages as part of Combined Studies, Humanities or Modular degree schemes at the following institutions:

City of London Polytechnic
Coventry Polytechnic
East London Polytechnic
Hatfield Polytechnic
Lancashire Polytechnic
Oxford Polytechnic

Sunderland Polytechnic
Wolverhampton Polytechnic
Derbyshire CHE
Ealing CHE
Roehampton IHE

In many of these courses the emphasis is on the Science component. It is therefore necessary to have a good pass at 'A' level in an appropriate science subject, as well as in the language to be studied (or, in the case of a language not commonly taught in schools, an 'A' level, or at least an 'O' level/GCSE, in another language.

- * European Studies in Agricultural and Food Sciences at the University of Nottingham covers a range of different courses, each with the study of a language and of the cultural, political, social and economic aspects of the country concerned:

Agriculture, Agricultural Biochemistry, Agricultural Botany, Animal Science, Environmental Science, Food Microbiology, Food Science, Horticulture, Nutrition, Nutritional Biochemistry, Soil Sciences, Plant and Crop Science, Biotechnology in Agriculture.

Degree Course Table 4(xi)

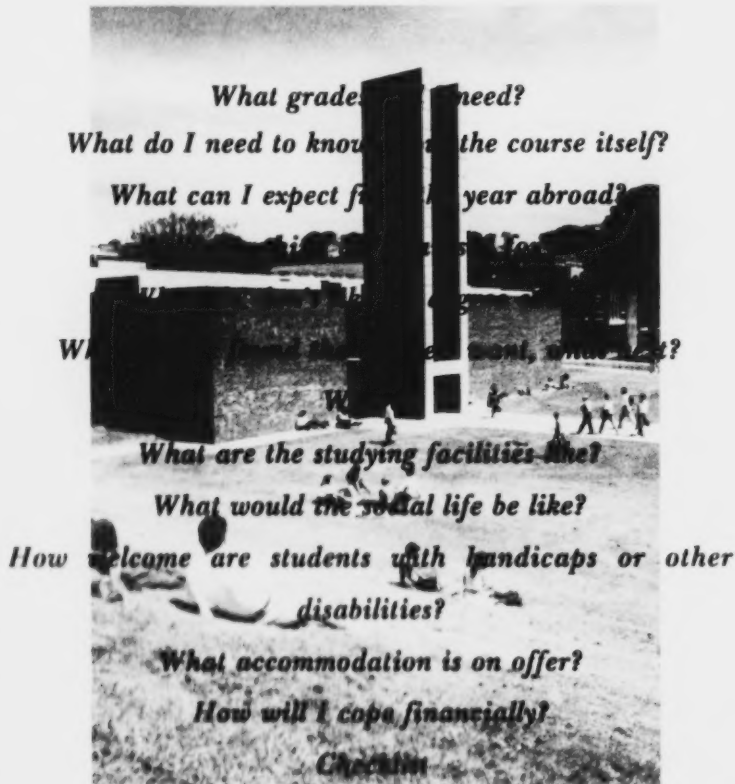
Secretarial studies with modern languages

Secretarial courses have changed significantly over recent years and course titles reflect this change. They may be called *Office Communication and Languages*, *Office Information Technology*, *Foreign Languages for Business* for example. Some courses contain elements of European politics, economics and sociology. It is advisable to read course prospectuses carefully to ascertain precise course content.

	Fr	Ger	It	Russ	Sp	Other
Ulster (U) (International Business Communication)	✓	✓			✓	
City of London (P) (Office Information Technology)	✓	✓			✓	
Lancashire (P) (Office Communication and Languages)	✓	✓	✓		✓	
Newcastle (P) (Secretarial Studies)	✓	✓			✓	
Oxford (P) (Languages for Business)	✓	✓	✓		✓	
Wolverhampton (P) (Languages, Business and Information Technology)	✓	✓		✓	✓	

CHAPTER 8

How do I make my choice?



Here are six bad reasons for applying for a degree course:

- your school seems to expect it of you
- you think your parents would like you to get a degree
- your brother/sister is reading for a degree
- all your friends are going on to higher education
- you can't think what else to do
- you don't want to decide on a career yet

If these are your main reasons for applying, then you had better think again. To make a success of a degree course you have to be really motivated, and in the case of a language course, that motivation has got to last four years. You might ask yourself how committed you are to your 'A' level studies at the moment. Do you actually enjoy studying? How well do you think you would get on if you didn't have your teachers to push you along a bit? Teachers in higher education are far less likely to keep a continuous eye on your progress, in other words your motivation will have to come from within yourself rather than from outside.

The decision you take now is a very important one, possibly the first real decision of your adult life. Your decision to go on to higher education must be made for positive reasons and ones which are important to YOU and your future. High on your list of reasons should be the enjoyment you think you will derive from studying your chosen subject. You will no doubt also want to have a useful qualification at the end of that time.

If you can't think of any positive reasons why you are applying for a degree course then you should consult your careers advisers about other routes into a job. There are many opportunities open to you if you have one or more 'A' levels, and it is highly likely that 18-year-old school/college leavers will be offered quite

tempting training packages in the near future because firms and other organisations, faced with a drop in the number of leavers, will want to attract the best.

What grades will I need?

The current editions of *University Entrance: The Official Guide* and *The Complete Degree Course Offers* by Brian Heap will help you to get a fairly good idea of the 'A' level grades required for the courses you are interested in. The first of these will give you the standard offer for each of the university courses; the second gives the standard offers in most degree subjects for universities, polytechnics and colleges of higher education. Individual prospectuses sometimes give information on 'A' level offers, too.

As a general rule of thumb a B at 'A' level is required in the appropriate language for entry to a university course in the more common languages, and a C is required for the polytechnics. At least two 'A' levels, and more usually three will be required. Some universities may want you to get an A in your chosen language, and if you apply to Cambridge or to Oxford you will need to get grades in the region of AAA-AAB.

If you want to study a language that you have not done at school/college you will need to show that you have the ability to learn languages, and so you will be asked for specific grades in the language(s) that you have studied. You are likely to be asked to get Bs and Cs for European languages other than French, German, Spanish and Italian, as well as for exotic languages. The Cambridge and Oxford colleges are an exception - their offers are nearly always high (see the previous paragraph).

Offers for joint courses and vocational courses are similar, but entry to the courses which are currently

more popular, like business studies, law and computing, is highly competitive - you may be asked to get higher grades, and you might not be given an offer at all if they have more than enough good applicants to choose from.

What do I need to know about the course itself?

The institution's prospectus should give you a clear outline of the programme of study, year by year. It should also give you details about the following:

- any options, and when they occur;
- the proportion of 'language' time on a mixed course, and whether the other subjects (e.g. law) are taught partly through the foreign language;
- how the course is assessed;
- how much importance is attached to course-work and how much to examinations;
- how much time is spent abroad, and whether there are any examinations which count towards your degree.

Some institutions publish very specific and helpful information about such matters. Other prospectuses are rather 'thin'. You have a right to know these things before committing yourself to a course, so if there is not sufficient information in the prospectus, write away for specific course details. You would have an opportunity to ask questions about course content and the assessment pattern at interview, but not all institutions call candidates for interview, and it is worth finding out the information before you apply, anyway.

What can I expect from the year abroad?

Just about all language degree courses, or degree courses with a significant foreign language component, will expect you to spend some time in the country of the language you are studying. The main purpose of this is obviously to allow you to improve your ability and confidence in speaking the foreign language, but also to enable you to get to know and appreciate at first hand the country, its people and their culture. On some courses there are other purposes: to gain experience of working in the foreign environment or to study in a foreign university or professional school, for example.

There are three main types of foreign placement:

- a higher education course
- an assistantship
- a work placement

You should check on the sort of placement offered by the courses you are interested in. Some institutions even allow you a choice, so that you could choose a placement which would fit in with your future career aspirations. Many students sensibly take into account the experience offered by the placement abroad when they choose their course. One student who did had this to say:

For the year abroad I wanted to work in order to get some experience before finishing my course. Most universities send you to other universities abroad. The university I chose tries to find placements in industry for its students. Through this policy it has become highly rated amongst employers of language graduates.

Bear in mind also that, in many cases, your time on a higher education course abroad counts towards your degree assessment. This will be a feature of most such arrangements in the 1990s, as a result of initiatives funded by the European Commission through the ERASMUS and Lingua programmes.

Many of the pure language courses include a course at a foreign university, where you might be studying language, literature, cultural studies, sociology, politics or economics, for example, as appropriate to your degree course at the home institution. If you were studying two languages jointly you would probably be expected to split your time between the two countries; and if you were studying one main and one minor language you would be expected, or at least strongly encouraged, to spend a long vacation in the country of your minor language.

If you intend to combine a language with a vocational subject like law, accountancy, business studies or engineering you will be likely to be studying your subject through the foreign language at the foreign university, or at a foreign business school. As already explained in chapter 3 such courses may have the added attraction of giving you a foreign qualification as well as your British one.

An assistantship is a placement in a foreign school where you would be expected to help with the teaching of English. Some courses give you the opportunity of such a placement, and it could be of interest to you if you intended ultimately to go into teaching as a career. There are two other advantages of an assistantship - namely that you are paid a salary (and are sometimes housed free in the school), and that you are not likely to be in daily contact with other British students so the temptation to speak a lot of English is not there.

A work placement gives you the advantage of being paid, too. It can also offer invaluable experience, linked as it usually is to your degree subject. Another point in its favour is that the time spent working abroad can be counted as a positive advantage, when you come to apply for your first real job after graduation.

Will everything be organised for me?

Don't count on it! Who organises the placement abroad, you or the institution, is not usually explained in the prospectus and you should make some enquiries about this yourself, either at interview, open day or by writing a letter. This student obviously had a few unpleasant surprises before she went abroad:

When I chose the course at I was under the impression that the university sorted out everything for the year abroad. I thought they would offer me a job and find my accommodation abroad, all with very little effort from me. This was in fact not true! The university has only a limited number of jobs to offer each year, and many people have to find their own jobs. There is certainly no guarantee that you will get anything.

Finding accommodation is also very haphazard. Most people start off in hostels and find proper accommodation once they are 'sur place'. It is very difficult to find something from England.

Some people even end up with unpaid jobs and therefore have to fund much of the stay themselves. The university offers a small grant for such people, but it is in no way enough to live on.

Another student was luckier:

My placement is in Trieste, working in the headquarters of an international insurance company. I've been here three weeks now and have settled in quite well - the Italians are very friendly. The university found the job for me and I was lucky enough to be offered a small apartment with the job, so there were no accommodation problems.

I get paid 750,000 lire a month (about £375) of which I pay 220,000 lire (about £110) per month on accommodation. There seems to be enough to live on.

In addition the university gives everyone an allowance of £200 to pay for the journey.

Another student on a work placement in a travel agency in Paris says this:

To give you an idea of how I'm managing financially, I am paid 4500F (about £450) per month, of which I pay 2000F (about £200) per month for accommodation. On top of this I have luncheon vouchers totalling 150F (about £15) each week, and I am also entitled to a free train ticket back to England once a month if I wish - there are advantages of working for Transalpino! This is enough to live on quite happily, even though most things seem to be more expensive in Paris.

In spite of difficulties that some students inevitably encounter, the majority would say, however, that the time they spent abroad was an important and enjoyable part of their degree course.

What if I don't like my degree course?

If you decide when you arrive at the higher education institution that you would like to change to a different course this might be possible within a similar subject area, provided that you can convince your tutors that

your reasons are genuine. However, the institution is unlikely to look favourably on you if they suspect you are trying to play the game of gaining entry via a less competitive subject and then trying to use a form of blackmail to transfer to your 'real' course choice.

Some departments offer a range of courses and it could be possible to change from one of them to another one before the course starts. As this student found out:

Once I got there the standard course offers were not so rigidly applied. I found I could do any one of about 8 different degrees ...

But this is unusual. It would be unwise to assume that you would be able to change course at this early stage, particularly since departments have usually had to do some difficult juggling to sort out the numbers on each course. Often too, departments have to operate to a given quota to get the funding they need to run their course; they are therefore understandably reluctant to release students if by so doing they will drop below this quota.

However, if after giving the course a fair trial you feel really unhappy with it, you ought to discuss the problem with your tutor. You should find him or her both understanding and helpful, and you might find that there were misunderstandings on your part, making a change of course unnecessary. If after you have talked the matter over you still wish to change course, this can often be arranged, sometimes without beginning the year all over again if syllabuses are compatible. Your tutor will be able to advise you on the best course of action.

Your tutor may also be able to help by arranging a transfer to another institution if that is in your best

interests. If such a transfer cannot be arranged within the academic year you would have to withdraw from your course and apply again through UCCA, PCAS or CRCH - but you would need the support of your tutor in your reference.

When I have found the course I want, what next?

Choosing a higher education course is about much more than studying a particular subject to degree level. You are, after all, choosing where you will be living and working for the next three or four years. It is critically important to choose your institution to suit the much wider ambitions, interests and preferences you have. Only you can make final decisions about these matters, so give them serious thought.

Where?

How far away from your home town?

A large city or a small town?

A large institution or a small one? (There is a considerable variation in size from some (but not all) colleges of higher education which are quite small to some (but not all) polytechnics and universities which are enormous and often situated on more than one site).

A single institution or one divided into colleges?

An institution in a town or set apart on its own campus?

A place where you can pursue your special interests, or perhaps take up new ones? (East Anglia may not be ideal for rock-climbing, but it's good for fishing, for example).

Is it important to you to be near a place where there is plenty of cultural activity - concerts, theatres, galleries, etc.?

What are the studying facilities like?

How good are the libraries?

Are there language laboratory facilities?

Is there satellite television for language students?

Is information technology widely used? (Computers, interactive video, etc.)

Most prospectuses will give you an idea of the learning resources available within the teaching department, as well as the libraries and other facilities for the general use of students of all departments. If you are able to visit an institution it is worth visiting the library to find out not only what books and periodicals it holds which would support the course you would be doing, but also what the atmosphere would be like to work in, what the opening hours are - can you work until quite late in the evening, for example? Is it open during the vacations?

What would the social life be like?

One of the best ways of finding this out is to talk to undergraduates. Perhaps there is a former member of your school/college at the institution and you can ask him or her. Or perhaps you will take the opportunity to discuss the matter with undergraduates if you visit the institution during term-time. You could find the students' union and have a look round - take a look at the notice-boards which will usually give you a pretty good idea of the clubs and societies, as well as the general 'feel' of the place. There may be an *Alternative Prospectus* which you can get by writing to, or visiting, the students' union - this should give you information about social activities.

How welcome are students with handicaps or other disabilities?

Although institutions vary in their ability to provide for physically handicapped students, applications from them are usually encouraged. Most institutions provide wheelchair access or have adapted their buildings to do so. Sometimes, specialised teaching equipment is provided, such as braille facilities for blind students. Some student accommodation has usually been specially adapted to provide easy access and suitably arranged facilities for handicapped students.

There is a section on the application form for you to indicate the nature and the extent of your disabilities. This should be filled in as fully as possible. Disabled students should be reassured that their applications will be viewed as favourably as ones from able-bodied applicants.

You may like to know that there is an organisation called 'Skill: National Bureau for Students with Disabilities' which can give help and advice about facilities provided by higher education institutions. You can obtain a free information sheet called *Applying to Higher Education: some notes for disabled students, their parents and advisers* by writing to Skill at 336 Brixton Road, London SW9 7AA, or by telephoning 01-274-0565.

What accommodation is on offer?

Universities and polytechnics are large and are therefore unable to accommodate all their students within the institution; many of the colleges of higher education, on the other hand, are small enough to be able to offer college accommodation to a much larger proportion of their students. If, after being given a

place on a course, you get a letter from the accommodation services, reply to it quickly: since accommodation is limited you need to let them know your preferences as soon as you possibly can.

Most institutions will try to accommodate all first-year students who wish it in study bedrooms in halls of residence or hostels. These are usually on campus or not too far away - although those belonging to city institutions may be scattered around the city, and a bus-ride away from where you will be working. Halls of residence are good places to be when you move away from home for the first time, since there are communal facilities, like common rooms, dining hall, library, television room, bar and sometimes sports facilities, which can encourage everyone to make friends fairly quickly. A second advantage is that breakfast and an evening meal are provided for you during the week, and usually breakfast and lunch at weekends, which means that you do not have the hassle of shopping and catering for yourself while you are coping with a new environment and lots of new academic work. The drawback is that this type of accommodation is relatively expensive.

Some halls of residence are self-catering. They provide all the usual communal facilities like common-rooms and television, but they do not cost as much because you provide your own meals, and perhaps help out with some of the routine cleaning. There are kitchens or kitchen/dining-rooms provided where you can prepare and eat your own meals. You would almost definitely have to provide your own crockery and cutlery, but cooking utensils, a kettle and a fridge would be supplied. You and your fellow students would be responsible for the general cleanliness and tidiness of the communal facilities, and a vacuum-cleaner and other cleaning materials would be supplied so that

students can keep their study-bedrooms in good order. You could, if you wished, buy your meals at quite reasonable prices in student refectories or snack-bars, and just use the self-catering facilities for cornflakes and coffee in the morning, and for the occasional quick supper.

Some institutions own student houses. These are houses that they have bought and converted into furnished accommodation. Each house will accommodate about a dozen or so students in single or shared study bedrooms with communal cooking facilities like those offered by self-catering halls. A study bedroom in a student house will cost about the same as one in a self-catering hall.

If you do not have a place in institution-owned accommodation you have to make your own arrangements, although the accommodation services will be able to help you. In some cities, particularly in London, it is difficult to find accommodation at prices students can afford. After a year in institution-owned accommodation some students may club together to rent, or even to buy, a house or a flat. This can work out quite well if you all get on together, and it is usually pleasant to have your independence. However, independence brings with it responsibility, and privately-rented or privately-owned properties bring with them complications like contracts, tenancy agreements, electricity and gas bills and so on.

If you do not wish, or cannot afford, to enter into a private arrangement like this, the other options open to you are really 'digs' or a bedsit. Although they may send you the addresses of several landladies, the institution's accommodation services will not usually inspect the accommodation, so it is a sensible idea to go and have a good look before committing yourself, and perhaps also to take a parent along too. 'Digs' can be quite a

satisfactory option provided you can get on with your landlord or landlady, and provided that the rules about things like entertaining your friends and times at which you can come and go are not too strict. Check too if there are any 'extras' to pay for like heating in your room, or baths and showers. And since 'digs' are not necessarily just for students, you should take a look to see if there are adequate study facilities. In a bedsit you are fairly self-contained and cater for yourself. This is all right if you value your independence but you could end up feeling very lonely, particularly if you are some way away from where you will be working and from other students.

The accommodation services will have a list of furnished houses and flats for rent and of approved 'digs' and bedsits, and sometimes they will even make contacts for you. They will usually be pleased to give advice on any problems you may have with leases, contracts and agreements, and with landlord/tenant relations.

There is, of course, one other option: living at home. If you live near where you are going to be studying then this is probably the most sensible answer. In fact some institutions make sure when they are offering places that a proportion are offered to local applicants. In this way they do not make themselves too many accommodation problems.

How will I cope financially?

In November 1988 the Government announced changes in the student grant system in its white paper *Top-up loans for students*. It is not really clear at the time of writing exactly how this will affect students in the future. We do know of two things that will happen from the beginning of the academic year 1990/1. First, the

Government is going to freeze the level of its grant, and maintain it at the same level until at least the year 2007. Secondly students will be able to take out a loan of about £400. This loan is intended to top up the value of the student grant, and is likely to increase in size in subsequent years in order to take into account the widening gap between the frozen government grant and any rises in the cost of living. It is thought that by 2007 the loan will amount to about half a student's funding. The loans will have to be repaid eventually, or course, and no firm decisions have yet been made, but it is thought that this will not have to be done until you are some way into your earning life.

An annual fee, which covers registration, tuition, examinations and membership of the Students' Union is payable at the beginning of each academic year. For most students this fee is paid at present by their Local Education Authority, directly to the institution.

The Local Education Authority will at present pay a maintenance grant as well. The value of this termly grant will vary according to the level of your parent's income - it will be reduced if their income is above a certain figure. They are not obliged to make up the shortfall, and many parents are unable to do so. This means that some students have to make do on a minimum grant. Some charitable organisations can often offer financial help to particularly needy students, and addresses can be found in *The Charities Digest* which is published annually by the Family Welfare Association, and which you should find in your local public library.

Most students, however, have to fund a large part of their living expenses themselves by taking part-time jobs and by working in the vacations. Remember, too, that you will have to pay for your books, many of which can be very expensive, and your stationery. Most student unions run second-hand book stalls where you will not

only be able to buy essential books at cheap prices, but will also be able to sell your own books when you have finished with them.

How and when you apply to your local authority for a grant will vary from authority to authority. Your school/college will be able to advise you and may even provide you with application forms and explanatory booklets. The important thing is not to hang about - you should make enquiries directly you know you have an offer from an institution that you are going to accept. The rules governing the award of maintenance grants are complicated and you should not assume that you are automatically entitled to one. If you are British but have been living abroad, you will have to have been resident in the UK for three consecutive years before you can qualify, for instance.

One word of warning. Grant cheques very rarely arrive at the beginning of term. The first one of the year in the autumn term is usually delayed by several weeks because of all the administrative difficulties caused by another batch of new students. You should therefore make sure that you have enough money to pay for your accommodation, travelling expenses, food and so on during that first month.

At the moment students can apply for, and receive, Housing Benefit. This system is very complicated and there is no guarantee how much you would get, or that you would get anything at all. And applicants who are successful usually find that it takes a very long time for the money actually to come through. Another snag is that if you are in receipt of Housing Benefit you are really unable to earn money since this could lead to a reduction in the benefit. It is not clear, either, exactly how the introduction of the new Community Charge (or Poll Tax) will affect students.

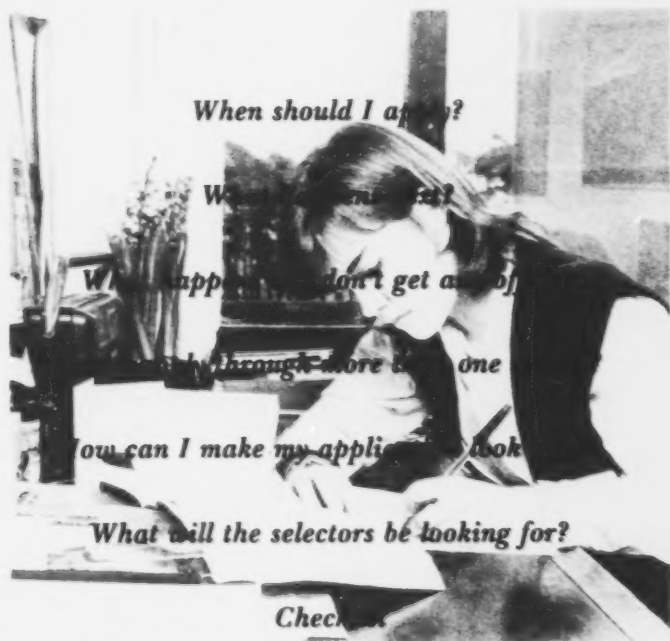
Checklist

How do I make my choice?

1. Examine your reasons for applying. Be really sure you want to go on to further study if you are to be happy and successful.
2. Don't waste choices by applying for courses requiring higher grades than you can manage.
3. If there is not sufficient information in the prospectus, write away for more details
4. Find out about the experience which is offered by the placement abroad.
5. Choosing WHERE you are going to study is as important as WHAT you are going to study.
6. Students with physical disabilities are usually encouraged to apply and their applications are viewed as favourably as those from able-bodied applicants.
7. Accommodation is critically important.
8. Think about your likely financial situation, and what plans you may need to make.

CHAPTER 9

How do I actually apply for a place?



First of all you must make sure that you have what you need to get into a degree course. If you are about to, or have just taken, your 'A' levels (or SCE/CSYS, BTEC, IB or EB) you must also make sure that by the time you come to start your course you will have satisfied the General Entry Requirement and the Course Requirements.

The general entry requirement

This sets out the qualifications you need to ensure that you have the general ability to undertake a degree course. It consists of a number of passes in the GCSE and at 'A' and 'AS' level - or of course in parallel examinations like the ones mentioned above. There are several patterns which satisfy the General Requirement, and you should check in *University Entrance: The Official Guide*, *The Polytechnic Courses Handbook* or *The Colleges and Institutes of Higher Education Guide* to make sure you satisfy this requirement. Some patterns of the General Requirement are not acceptable to all institutions - some universities, for example, are more demanding than others.

The course requirements

These are to be found in the subject prospectus, and are an indication to the Admissions Tutor that you have been prepared for the requirements of your chosen course. For a language degree course, for instance, you will be required to have at least a good pass at 'A' level in your chosen language (or an 'A' level, or sometimes even an 'AS' level, in any language if you are taking a new one from scratch). For joint-or combined-honours courses you will be required to meet the requirement for both subjects. For German and chemistry, therefore,

you are likely to be asked for 'A' level passes in both German and chemistry or physical science; some departments may also prefer you to pass in another subject, say mathematics. Check carefully on the entrance requirements before applying. In any case you will need at least two 'A' levels (or equivalent) to be qualified to start a degree course, and many institutions will require you to get passes in three.

Application procedures

Applications to universities, polytechnics and colleges and institutes of higher education are handled through three central admissions schemes:

- The Universities Central Council on Admissions (UCCA)
- The Polytechnics Central Admissions System (PCAS)
- The Central Register and Clearing House

These schemes allow you to apply to several institutions on one application form. UCCA, PCAS or CRCH photocopies the form and sends it on to each of the institutions you are applying to. There is a fee of £6 for this, and part of the 'package' you buy with this fee are services whereby they will try to find you a place on a course (provided you are qualified) if you find yourself in the position of not holding any offers or if, after the results are announced, you find you have not met the conditions of the offer made to you. These two services are called CAP (Continuing Application Procedure) and Clearing.

UCCA handles applications to all the universities (except the Open University), to university medical and dental colleges, and, at the time of writing, to degree

courses in fourteen colleges or institutes of higher education. You can choose up to five courses, in alphabetical order, and you may if you wish put an asterisk beside your first choice.

PCAS handles applications for BA and BSc degree courses in the polytechnics, in the colleges not in the UCCA scheme, and in the Camborne School of Mines. It also deals with applications for DipHE and HND courses in these institutions. You can put down four courses, in alphabetical order.

CRCH handles applications for BEd degree courses in the polytechnics and in those thirteen colleges and institutes of higher education which are not in the UCCA scheme. You can put down three courses, in alphabetical order.

It is very important that you check which college/institute is in the UCCA scheme and which in the PCAS scheme. The *UCCA Handbook* and the *PCAS Guide for Applicants* lists the institutions which are included in their schemes. If you make a mistake and apply for a BEd course at one of the colleges in the UCCA scheme on a CRCH application form, CRCH will not enter into any correspondence and may simply cancel your application to that particular institution. You will then have wasted a choice on your application form.

When should I apply?

Application forms are available in your school/college and at careers offices towards the end of the summer term, together with the UCCA Handbooks, PCAS Guides for Applicants and CRCH Booklets. Forms can

be submitted through the clearing schemes from the beginning of September (for entry to courses in the following October), and the closing date is December 15th - except if you are applying to Oxford or Cambridge Universities when the closing date is October 15th for the submission of both your UCCA form and the separate application to Oxford or to Cambridge.

You can apply after this closing date, but you would be unwise to do so, especially if you are applying to one of the more popular institutions, or for one of the more competitive courses.

You should apply as early as you possibly can, giving yourself time, of course, to make a careful and considered choice. You should certainly avoid the very busy period at the end of November/beginning of December if you want your application to be considered promptly. Although institutions are expected to treat equally all applications received up to December 15th, some recent statistics show that those who apply early have a far better chance of getting in.

You should be able to get all the advice and help you need from your school/college. But make sure you read very carefully all the literature of whichever scheme you are applying through.

What happens next?

After you have submitted your application through your school/college and they have sent it off with their confidential reference, you can expect to receive from UCCA, PCAS or CRCH an acknowledgement and some notes telling you what happens next, and explaining CAP and Clearing.

When your application arrives in the institution, they will read it and then decide what course of action to take. If you are an excellent candidate, with a good

report from your school/college, good predicted grades, and an application form which shows you are interested in the course for which you are applying they may be pleased to offer you a place, conditional upon your getting certain grades at 'A' level, without calling you for an interview. On the other hand they may wish to interview you first, and you would then get a letter of invitation. Not all institutions interview, however - policy varies from institution to institution, and from department to department within the institution. So don't think that it means you stand no chance at all if one of your friends has received an invitation to an interview or an offer of a place and you haven't. Some institutions take quite a long time to make sure they get the candidates they want, and in the case of UCCA, the final deadline for universities to make decisions on all but the very late candidates is May 1st.

The period between submitting your application and receiving your decisions from the institutions is often a long drawn-out process. A letter from UCCA, PCAS or CRCH comes through the letter-box in the morning, and you don't know whether it will be an offer or a rejection. It is a difficult time for some.

What happens if I don't get any offers?

If you were to be unsuccessful and it got to the stage where you were holding no offers - you might have received nothing but rejections from all the institutions you named on your application form, or you might even have declined the offers made to you because you didn't like the place when you went on interview, or because you changed your mind about the course you wanted to do - this is when the Continuing Application Procedure comes into operation. You would automatically be sent instructions about CAP which would give

you another chance to choose a course (or courses). The procedure varies according to which clearing system you are using but the relevant literature will explain the procedure fully.

One thing CAP does allow you to do is to change your mind and put down a different course this second time around. You might have applied for a very popular subject initially and it now seems obvious to you that your application is not sufficiently strong - perhaps your predicted grades are not high enough - to enable you to gain a place. If you are applying through PCAS you are free at this stage to change the level of your course (for example, from degree to HND) to give you a better chance of a place.

'Clearing' comes into operation in September, after the 'A' level results are known. The purpose of this process is for UCCA, PCAS and CRCH to attempt to find places for all who at this stage are still without one. Don't bank on getting a place if you want to read a very popular subject - but every year hundreds of applicants are successful through Clearing. It may be that your school/college will help at this time by phoning round the institutions to try to find you a place and, of course, you can demonstrate your keenness to have a place by phoning round on your own behalf.

Can I apply through more than one system?

Yes. You can make an application through all three systems if you want to - but it will cost you £6 each time! The schemes operate independently and if, for instance, you have applied through both UCCA and PCAS, the universities/colleges in the UCCA System you are interested in will not know that you have also applied to polytechnics/colleges in the PCAS system. Not until the following June, that is, when information is exchanged

between UCCA and PCAS so that admissions tutors can try to make a reasonably accurate estimate of their likely numbers. UCCA and PCAS also send out joint reminder letters after the 'A' level results are announced, asking applicants which place they wish to accept and reminding them to withdraw from the other scheme without delay.

How can I make my application look good?

First, make sure that they can read it. Fill it in clearly, boldly and legibly. The form asks you to 'print boldly in black ink'. You should know that when UCCA, PCAS or CRCH sends the form on to the higher education institution concerned it sends a photocopy which is reduced in size by about a third. So if you have tiny, untidy writing it doesn't really matter what you say about yourself on the form, they won't be able to read it properly - and since selectors have hundreds of forms to read they may be forgiven for not bothering.

The application form is the first - and perhaps the only - contact you have with the selector, and so a good application form is of the utmost importance. Make a photocopy of the form so that you can have a practice before you fill in the Real Thing. Check carefully for spelling mistakes - you are trying to create a good impression in the selector's mind and sloppy presentation and carelessness will not do this.

What will the selectors be looking for?

Keep this question at the back of your mind while you are filling in the form. Clearly they are hoping to choose the best, and perhaps most interesting, students.

They will be looking first and foremost for academic potential. So they will look to see if you have good

grades in a broad range of GCSE subjects. They will pay a lot of attention to what your school/college says about you as a person and you as a student. The school/college report is the single most important piece of evidence that the selectors have at this stage that you are suitable (or not) for the course. This report will contain the grades that your teachers predict you will get in the forthcoming 'A' level examination (and/or actual grades if you have already taken some or all of your 'A' levels). The selectors will be very interested in these predicted grades and how they match up with the grades that they would normally expect successful applicants to get.

The selectors may also be looking to see if you have a range of interests and activities outside your 'A' level course. There are two main reasons for this. First they will be interested in good examination predictions, but they will be more impressed if your good grades are not dependent on non-stop study. And secondly, if you have a range of interests, perhaps music or sport, or have taken part in clubs and societies in and outside your school/college you clearly have the potential to contribute to the wider life of the institution. This is quite important if you are applying to a small institution, like many of the colleges of higher education, to a collegiate university or to a campus institution. The fact that you have fairly wide interests may also give the selector an indication that you are a well-balanced person, keen to become involved and therefore more likely, perhaps, to take the move away from home in your stride. There is an opportunity for you to describe your interests on the application form, but it would be sensible to make sure that your tutor, or whoever compiles your school/college reference, is aware particularly of any contribution you have made to any extra-curricular activities.

By the time you are applying you are not really in a position to do very much to change results in examinations you have already taken, what your teachers have decided to say about you after a year's work in the Lower Sixth and your predictions (although schools/colleges can, and often do, write to institutions to update their reports and predictions if the standard of a student's work has greatly improved, or deteriorated, during the course of the Upper Sixth year).

But it is not too late to demonstrate your motivation for and commitment to your proposed course. You can do this in the only section on the form where you have an opportunity to make a personal statement - section 5 on the UCCA form, section 9 on the PCAS form and section 14 on the CRCH form. What you write here will be read with interest by selectors and will form the basis for part of the discussion if you are called for interview. So keep a record of what you have written. Between applying in September and being interviewed in January you can easily forget that you wrote that you had a deep interest in something esoteric like Chinese philosophy, in order to impress. You may have read something once that excited your interest in the topic and intended to read a bit more before an interview, but even with the best of intentions we all forget sometimes. In this case, your forgetfulness could leave you really exposed.

Interests and activities need not be disconnected from the subject you are hoping to study. On the contrary. Selectors for language courses will be interested to see if you have had opportunities to travel abroad; if you have, for example, an interest in a particular aspect of the countries whose languages you are learning, like French cinema or the Spanish Civil

War, and if you have perhaps read something about them.

If you are hoping to study a subject that you have not done at school/college you should try to show somehow that you are genuinely interested in it. Selectors for law courses, for example, will want to see that you have visited law- and/or magistrates-courts; other course selectors may be interested in any fieldwork you have done or work-related experience you have undertaken.

Try to arrange your statement in this section in a clear and logical way. (This could alert the selector to the fact that you have a clear and logical mind!) You do not have much space to write in, especially on the UCCA form, so it is quite a test of your ability to write only that which is relevant, and, if you can, eye-catching. Take a look at this example. The applicant concerned is applying for a joint honours degree course in French and German:

9 Further information, including information offered in lieu of formal entry qualifications, eg relevant experience for mature applicants. Please make no entry here until you have read the current P.C.A.S. Guide

My visits abroad include : 3 German exchanges to Hamburg; study visit with the College to Provence; family holidays to France during which I acted as interpreter. I correspond regularly with friends in France and Germany. As a result of very successful school exchanges I have built up a lasting friendship with a German girl involving numerous exchange and private visits. During summer 1989 I shall work for French friends who own a vineyard.

I have acted in French and English drama group productions. Cooking is my main hobby. I was one of 8 finalists in a national cooking competition in 1987. I am a part-time sales assistant in a department store which involves meeting the public, handling cash and calculating sales figures.

I am a College librarian and a member of the Modern Language Club

Or this example of a student applying to read French and law;

5 Further information (see UCCA handbook)

(a) Background information about yourself, your interests and your choice of course and career

WORK EXPERIENCE: 4 WEEKS IN SOLICITOR'S OFFICE; 'MONITEUR' IN A FRENCH 'COLONIE DE VACANCES' (AUG 1989); I HAVE ALSO VISITED THE LOCAL LAW COURTS SEVERAL TIMES

POSITIONS OF RESPONSIBILITY: MEMBER OF COLLEGE COUNCIL; TREASURER OF HISTORY SOCIETY; VICE-CAPTAIN OF 2ND RUGBY XV

I WAS SELECTED BY THE COLLEGE TO ATTEND A RESIDENTIAL CONFERENCE ON 'THE 1990s: SOME CRITICAL ISSUES'; WON 2ND PRIZE IN FRENCH VERSE SPEAKING COMP. (SW. M.L.A.)

INTERESTS: ACTING - LEAD PARTS IN 4 SCHOOL/COLLEGE PLAYS. TRAVELLING - TO FRANCE MANY TIMES, OFTEN ALONE; TO SPAIN AND GERMANY ON EXCHANGES.

(b) If applying for entry in October 1991 amend the year at the top of page 1 and state here what you propose to do during the year 1991

SEPT - DEC 1990 - WORKING ON A FARM IN FRANCE 1991 I HOPE TO GO TO USA

(c) Physical or other disabilities or medical conditions which might necessitate special arrangements or facilities (see UCCA handbook)

There is one other section on the application form where you can demonstrate that you are **not** committed to the course if you are not careful. This is section 3 where you make your choice of course. Take a look at these examples:

The first example is from an application for degree courses in French and law. Apart from the mention of Russian in the Surrey University course (a subsidiary option), all five courses look very similar. In fact they are. The selector would realise that this applicant is committed to his/her chosen course.

3 Choice of university and course - entries must be placed in university code number order

Make no entry here until you have read the current UCCA handbook and universities' prospectuses

(a) University/College (code name)	(b) Univ. code no.	(c) Course code	(d) Course code name	(e) Previous application (year)	(f) Enter any other details here only if requested by the university/college in its prospectus or the UCCA handbook	(g)
EXETR	24	M301	LAW EUR		FRENCH	
LKCL	43	M355	LAW/FR LAW			
SURR	88	RM13	FR/LAW		RUSSIAN	
SUSX	89	M373	LAW/EURO			
WARWK	93	M355	EURO LAW			

If you have previously applied through UCCA please give serial number of your most recent application

Now look at the second example. At first sight the courses appear similar, and a school/college tutor checking the application in this coded form might perhaps be forgiven for passing it and allowing it to be sent off. But Admissions Tutors are not so easily misled!

3 Choice of university and course - entries must be placed in university code number order Make no entry here until you have read the current UCCA handbook and universities' prospectuses						
(a) University/College code name	(b) Univ. code no.	(c) Course code	(d) Course code name	(e) Previous application (year)	(f) Enter any other details here only if requested by the university/college or in prospectus or the UCCA handbook	H
ASTON	03	AL 21	GER/B10L			
BRISL	12	R200	GERMAN		FRENCH	
HW	26	RR 12	FR/GER			
LEEDS	33	RV 27	GER/MAN ST			
YORK	96	RQ 21	GERM/LING			

If you have previously applied through UCCA please give serial number of your most recent application

We can assume that the applicant is doing 'A' levels in German, French and biology, and is probably therefore qualified for each of the courses mentioned:

- German and biology at Aston
- German with subsidiary French at Bristol
- French and German: interpreting & translating at Heriot-Watt
- German and management studies at Leeds
- German and linguistics at York

When the codes and abbreviations are translated in this way you can easily see that the courses are all very different. Put yourself in the Admissions Tutor's shoes. What sort of messages do you get from this application? What does it tell you about the applicant's commitment to the course you are selecting for? What does he/she really want to do? This applicant can expect to get five rejections.

Even a course called 'German' can differ enormously from one institution to another. (Do you remember the two German courses that were described in Chapter 3?) You must research your choices very carefully in up-to-date prospectuses. You can expect Admissions Tutors to know all about courses in their subject in other institutions; they will be able to pick up whether you have made an informed choice or not.

And finally

Finally, you will of course read through your form to make sure you have made no silly mistakes and that you have left nothing out that is important. Don't forget to sign your form.

Make sure that your application creates the impression that you care about getting a place on the course you have chosen - the form should be clean, neat and not dog-eared.

Keep a copy of the form for future reference. It is a good idea to have a folder in which you can keep together all the correspondence connected with your applications - your reply slips and information booklets from UCCA, PCAS or CRCH, your invitations to open days or interviews, and any letters you receive from the institutions you have applied to. You can be in trouble if you lose important slips of paper - it pays to be efficient.

Good luck!

Checklist

How do I actually apply for a place?

1. Apply as early as you can, but give yourself time to make a considered choice.
2. The selector will be looking at your form for evidence of academic potential, and possibly also a range of interests outside your academic course.
3. S/he will also be looking for signs of commitment to your proposed course. You can try to demonstrate this in the section of the form in which you make a personal statement.
4. Research the courses you are choosing very carefully. Selectors know about courses in other institutions and if they see you have chosen very different courses they may suspect your commitment to the course they are selecting for.
5. Have a folder in which you keep together all the correspondence connected with your applications.

CHAPTER 10

Interviews and open days



Checklist

Interviews serve a two-way purpose. On the one hand they give an opportunity for the selectors to meet you, to answer the questions they had in mind after reading your application and to decide whether they will give you an offer. On the other hand - and it is important you remember this - it gives you an opportunity to meet people who may perhaps teach you, to ask any questions you want about the course and the institution, and to decide whether you want to go there or not.

Do all departments interview?

No. You may be sent an offer (or a rejection) without an interview. Some institutions and some departments rarely interview, or only interview the applicants they regard as borderline candidates; some only interview those to whom they are going to give an offer; others consider that the interview is an essential part of the whole process of selection, both for them and for you, and will try to interview all those they consider to be serious candidates.

Some institutions or departments who do not interview may well invite you to an Open Day. They consider that the Open Day gives you the best opportunity of looking around, meeting staff and undergraduates, and hearing about the course.

At some places you are invited to spend a day which includes both interview and tours of the facilities. This sixth-former returned from an extremely well-organised Open Day highly impressed and determined to get the high grades for entry:

On arrival at the university all the students who had come for the Open Day were shown to one of the language rooms to have coffee and biscuits and a chat with some of the

members of staff there. The atmosphere was very relaxed and the staff were extremely helpful.

We were then given a talk explaining in detail the different parts of the course. This lasted for about 45 minutes. We were then split up into groups of about eight or nine and were shown to the refectory by a few fourth-year students who were coming to the end of their course. We went to the salad bar on their advice and had delicious meals - which were not too cheap! However, we had been given lunch vouchers to subsidise the meals. We were able to chat to the students during the meal and found out quite a bit about university life.

After lunch, and still in our groups, we were shown round the Students' Union, which was fairly large and seemed to have a lot going on in it. We then moved on to the sports centre which seemed exceptionally well-equipped. You have the opportunity of taking part in almost any sport imaginable.

Next we went on to view from the outside some of the accommodation. This didn't look too special, though. The students told us that most people have to find accommodation in the town after the first year which can be quite expensive.

After a very thorough tour of the campus we went back to the modern languages department to be allocated times for our interviews.

My interview consisted of a very pleasant chat with one of the French teachers. It was extremely informal and it was really up to me to ask the questions, not him. The interview only lasted about fifteen minutes because by this time of the day we all had a very good idea of what the course entailed and of other aspects of university life.

A few of us decided to ask if it would be possible to have a closer look at some of the accommodation. This didn't seem to be a problem as very soon a very friendly and

helpful fourth year student appeared and showed us around a couple of blocks of study-bedrooms. All of the accommodation is self-catering - there are no Halls of Residence as in some universities. However, there is always the refectory to fall back on!

Everyone we met throughout the day was very friendly and willing to talk. My overall impression was one of enthusiasm of students and teachers alike for a course which they all immensely enjoyed.

This student obviously left at the end of the day with a very positive impression of both the institution and the department. Although most sixth-formers come away feeling they have enjoyed the day and got a lot from it, there are others who are less than happy:

It was a bit difficult as there were two of us being interviewed at the same time and he didn't seem very interested in either of us.

We had an initial briefing in a large hall by the head of department. This was abrupt and seemed almost purposely off-putting. This was followed by French and maths tests lasting 40 minutes each ...

But for the few students who have not enjoyed the experience one could say that it has been a valuable one. They are, after all, able to eliminate the institution from their list of places to go!

Must I go to the interview?

If you are invited either to an interview or an Open Day you would be well advised to accept - unless you have already had some offers, of course, and have decided which institution you want to go to. A few departments will not make you an offer if you do not accept the

invitation. And even departments that have already decided to make you an offer may lower it a little if they take a particular liking to you. If you cannot manage the date they suggest, they will usually rearrange it if you contact them in good time.

If you are given an offer without being invited to an interview or an Open Day then you should ask if you can go and have a look round before deciding to accept the offer. It would be rather unwise to commit yourself to three or four years in a new environment without seeing it first.

Is it going to cost a lot of money?

Travelling to interviews and Open Days can be an expensive business, particularly if you have submitted applications through more than one of the centralised schemes. Some schools/colleges and even some local education authorities may be in a position to help the really needy student financially. Departments will usually be understanding, too, if the interview involves a long journey and you really cannot afford to attend. Sometimes if you have two interviews on different days at institutions which are quite close to each other, but at the other end of the country from where you live, one of the institutions may be able to rearrange its date to coincide with your visit to the other one. They may even be able to give you a bed for the night. Don't be afraid to ring up and explain any difficulties you have - or discuss them with someone at your school/college who may be happy to ring up on your behalf.

If you don't have your own transport or your parents cannot take you to the interview, going by coach is probably the cheapest way to travel. However, going by train is perhaps the quickest and most convenient way. You can get a Young Person's Railcard by simply

handing a completed form signed by one of your teachers, £15 and two passport-size photos of yourself over the counter at any railway station. This entitles you to one third off the price of standard train fares for a whole year, and if you make full use of the card it can save you the £15 many times over.

InterRail Discount Voucher: Application Form

If you purchase a Young Persons Railcard before 28 February 1990 inclusive, you qualify for a special £10 discount voucher off an InterRail or InterRail + Boat Card. To obtain your voucher complete the following details and send this form together with a stamped addressed envelope to: Young Persons Railcard InterRail offer, Harrington Docks, Liverpool L3, L70 1AX.

Name (Mr/Ms) _____

Home Address _____

Post Code _____

The personal details you please tick in the boxes of British Rail ☐ Other ☐

APPLICATIONS MUST

The voucher is valid unless your Railcard or office issuing the

For immediate issue of your Student Coach Card you should take this completed application form with a passport photograph to any Student Coach Card sales point. Postal applications may be made to: Student Coach Card, National Express Ltd, 4 Vicarage Road, Edgbaston, Birmingham B15 3ES. Make remittance payable to National Express Ltd for £4.25*. Enclose a s.a.e. and a passport photograph. Please allow 14 days for delivery.

Student's Name _____

My date of birth is _____

Home Address _____

RAILCARD

I am a full time _____ year student in the department of (name of university, college or school) _____

at (town) _____

Signature _____

Signature of tutor/bursar/college official _____

Position _____

* This certification is not necessary when applying at a sales point, provided evidence of full-time student status is shown. *Up to 31 Jan 1989 only £3.90.

FOR OFFICE USE ONLY

SCC No. Issued _____ Issuing Office stamp _____

COLLEGE STAMP



STUDENT COACH CARD

Young Persons Railcard

It is also possible to get a Student Coach card. You can get this at coach stations by handing over a completed form signed by a teacher and stamped with the official school/college stamp, together with one passport photo and £4.25. Like the Railcard, the Coach Card entitles you to a one third reduction on all standard fares.

You can get a form for either of these cards at railway and coach stations, but you may be interested to know that there are forms in the back of the PCAS Guide for applicants.

Many institutions have Open Days before the selection procedure starts, in the late spring and summer of your Lower Sixth year. This gives sixth-formers an opportunity of having a look round before they make any firm decisions about which courses to apply for. If you were to get a Railcard or a Coach Card at this time it would last you right through the selection period.

Are there different types of interview?

Yes, several

Some departments have often decided before interviewing you that they will make you an offer - but they don't usually tell you this beforehand. In this case the interview is likely to be quite an informal affair, mainly an opportunity for the tutor to meet you, for you to find out about the department and the course and to ask any questions you want.

Other interviews may be quite searching, often lasting up to 45 minutes (but don't worry the time goes quite quickly!). In interviews of this sort the selector (or selectors - you may be interviewed by more than one person) is usually trying to decide whether you are likely

to benefit from the course and whether you should be given an offer.

Or you might find yourself taking part in a group interview. The purpose of this might be to get a lot of information about the course over to as many people as possible in a short space of time. It is more informal to talk to a group of three, four or five and allow them to ask questions than to address a large gathering. Another purpose of a group interview might be to see how you get on in discussion or in some team-task with other students. The interviewer might join in or might just observe your performance.

Occasionally you might have to do a short written test (of anything up to an hour) and if you are applying for engineering you could be asked to do a problem-solving exercise during your interview.

So that you don't arrive at your interview in a state of panic, not knowing what to expect, it would be sensible to try to find out beforehand what the purpose of the interview is and what form it is likely to take. The sixth-former who said this about the interview:

At times it was difficult to tell whether it was informal or formal and if I was being interviewed or was just being asked general questions.

was not likely to feel at ease and therefore perform as well as she could. It is perfectly acceptable to ring up the secretary to the Admissions Tutor and ask if the interview is formal or informal, if it is to be an individual or a group interview and if there is to be any kind of written test. Most letters of invitation to interview will usually make these points clear.

What sort of questions can I expect?

All department and all interviewers are different, so it is impossible to predict what you will be asked. There are, however, certain questions that you can be pretty confident you will be asked, and it is as well to sort out answers in your mind before you go.

Interviewers will start by trying to put you at your ease. They will probably pick out things that you wrote on your application form which they therefore think you will be able to answer easily. They might want to talk about the place you live in and what sort of journey you had. The conversation might then move on to the interests you described, the visits that you have made abroad, and any relevant work experience you might have had if you are applying for a vocational course.

Remember that the selectors will be trying to assess your commitment. They will therefore be likely to ask you why you have chosen this course, and what in particular attracted you to this institution. Have some serious reasons ready. If your real reason is nothing to do with the course - you want to be near the Lake District because you enjoy water skiing, or your boy/girl friend is already studying there - it is probably better not to mention it at all. Show that you have read the syllabus, and try to highlight one or two things you like particularly. You might mention in this connection any present or former students who have spoken favourably about the institution.

Remember, too, that each institution you have named on your application form will have been sent a copy of that form. The selectors will therefore have your other choices in front of them, and may well ask you if there are any particular reasons for your choices. You might be asked where you have been interviewed

already and whether you have decided which institution you prefer.

You can expect to be asked about your studies and what you particularly enjoy in your 'A' level courses. Do try to show enthusiasm and a genuine liking for your main subject. And if you are asked what you dislike, or what you find difficult, try not to be negative. I have found the topics which deal with economic aspects of modern Germany really quite difficult but I've worked at it and I'm gradually getting to grips with it all, sounds a lot more positive than I really hate doing the economic topics.

If you have applied to do a subject you have not studied at school/college, like politics, law, Russian or Japanese, you might be asked what, if anything, you know about it, and what made you choose it. The selector will be trying to assess how genuine your interest in this new subject is. They might start a discussion on some topical political issue if you want to do politics. It would therefore be sensible to have read one of the quality newspapers fairly regularly. You could perhaps mention a topic which interests you and which you have been following over a period of time in the newspapers, preferably a topic that involves the country whose language you wish to study. If you want to study a new language, either as your main or as a subsidiary subject you ought to have found out something about the language first, or something about the culture and background of the people who speak it. One student who had applied to read Russian was asked if she thought Gorbachev's policies would work.

If you have applied to do one of the language degree courses which concentrates mainly on sociological, political and economic aspects of the country of the language concerned, you could be asked about your attitude to studying literature. One sixth-former who

was doing an 'A' level course which did not include literature was asked why literature is taught and what you can learn from it. You would be wise not to suggest that you have chosen their course for negative reasons, that is, you should not say that you chose it because you didn't want to do literature. Many such courses contain some literary studies anyway. Choose one of the books you are reading as part of your course, or perhaps better still, a book you have read outside your course and speak with some enthusiasm about it. If you are doing one of the 'A' level courses which does not contain the study of literature you could talk about something you have read - it is sensible to have read some literary work in the language you want to study to degree level - and then perhaps go on to explain that you have chosen the course because you see it as the extension of 'A' level studies which you have enjoyed.

If you have applied to do a course which concentrates on literature you should expect to have to talk about the books you are studying, and possibly in considerable detail - as this student found:

He was very interested in literature in general. He asked me specific questions about one of the books I am now studying and about the significance of one of its characters. He was an expert on this book. He also wanted to know all my English literature books and how much I read in my free time.

The interviewers may try to engage you in an argument to see how you can defend a point. Don't be afraid to disagree - they are probably looking for some independence of mind - but do it acceptably and politely. If you realise during the course of the argument that you can no longer defend your point and

that you are in the wrong, say so - it is no good sticking doggedly to a line of argument if you are getting more and more deeply into trouble. Explaining that you now see that there are flaws in your argument can show that you can be flexible!

Finally the discussion may turn to the grades you would be expected to get at 'A' level - or parallel examination - in order to get a place on the course. You might be asked what grades you think you are likely to get. This is possibly so that the selectors can assess how keen you are to aim high, and also to see if you are realistic about your own ability (they will have the predictions from your school/college in front of them remember!). You may be told if they are going to make you an offer, and what the terms are likely to be, but the official confirmation of this will come to you later, through the post from UCCA, PCAS or CRCH.

Will I have an opportunity to ask them some questions?

Almost definitely. Towards the end of your interview you will be asked if you have any questions to ask. Have one or two ready - after all there must be some unresolved questions still in your mind. Keep an appropriate balance - if you don't ask anything it may be interpreted as a lack of interest in the course or lack of imagination; if you ask too many you may become tiresome to interviewers, and could well cause them to overrun a very tight schedule.

When you come to prepare your questions start by reading the prospectus again very carefully. Is there anything that the prospectus skims over or does not address? Be very sure that you don't ask anything that is already answered in the prospectus or they will know

that you have not done your homework carefully enough.

You should ask questions which demonstrate a serious interest in the course and the department. You could ask about the assessment pattern - if there is any continuous assessment, when there are examinations and which ones count towards the final degree - unless the matter is dealt with in the course details. You might want to know more about the options you can do as part of the course. You ought to ask about the experience offered by the period of time spent abroad - whether you would be studying or on a work placement; whether you would have to organise your own course or placement. Again, try to be enthusiastic and show that you are looking forward to joining the department.

It would be quite in order to ask what careers previous graduates of the course have gone on to. They should be able to tell you this. They might ask you if you have a career in mind, but it does not matter if you have not at this stage. They should be happy to hear that your first objective is to take the study of a subject you enjoy as far as you can. Unless of course you have chosen to study a vocational subject, when they will obviously be interested to hear about any future career aspirations you may have. These need not be specific, but if they are going to offer YOU a place on the course in preference to someone else they will expect to hear that you have a purpose in wanting to join them.

You could perhaps ask about accommodation, although your interviewers may not be able to help you in any great detail. They will probably be able to talk to you about accommodation in general terms and will direct you to the institution's accommodation services.

Will I be expected to speak the foreign language?

You should certainly expect to have to do so for a short while, although not all departments interview in the foreign language.

If you are going to continue with a language that you are studying at the moment there is more than a 50:50 chance of your having to sustain a short conversation in that language. They are not likely to ask you particularly difficult questions; after all, if they are keen to hear you speak the language they are not going to ask you questions that will make you dry up! The conversation is likely to be along fairly general lines, therefore, and might well give you an opportunity to talk about a visit you made to the country in question, and any impressions you brought away with you. Or you could perhaps be asked to talk about some aspect of your course.

How can I prepare myself for the interview?

Although you can't really replicate the sort of interview you are likely to have or predict what you will be asked, it is a good idea to see if you can have a 'mock' interview before you go. At least you get some experience of being 'put on the spot' and of having to articulate your reasons for applying for your chosen course, and so on. The person giving you the practice will be able to point out if you have any awkward habits or if there is anything in your manner which would be off-putting to an interviewer. It may well be that your school/college is happy to organise this for you, and, if that is the case, one of the modern language teachers may be able to conduct part of the interview in the language you hope to study. If this can't be arranged

perhaps your parents or some other suitable adult may be able to help.

It must be said, however, that if you are invited to several interviews you become really quite practised after a while.

Before you go to the interview you can prepare yourself by re-reading the copy you have made of your application form to check what interests and enthusiasms you have admitted to. You should also re-read the details about the institution, the department and the course in the prospectus.

Do a bit of revision of your main 'A' level subject(s), too, before you go. The interview is not an oral examination, but you can reasonably be expected to know a bit about the subjects you are studying. If they ask you about something you do not know much about, say so. They will know that there are some parts of the syllabus that you won't have touched on yet. Your saying that you are not in a position to talk about a particular topic may lead them to ask what topic you do feel confident to talk about, and so if you have looked over your notes you will be able to appear knowledgeable about something.

If you leave all this preparation to the last minute, of course, you could well find, at the eleventh hour, that you had forgotten that you had mentioned a certain author as one of your favourites, and had so far only read half of one of his books. Think about your interview in good time, and calmly. Background reading, the reading of newspapers and reading for pleasure should have become a bit of a habit from your lower sixth year, if not before.

What should I wear?

It is important that you feel at ease, and you are going to feel more at ease if you are comfortable. Provided that your usual attire is not too weird, and that it is smart and clean the best advice is to wear the sort of clothes you usually wear. There is certainly no need to dress formally - your interviewer probably will not - and young men should certainly not go the expense of buying a suit specially for the occasion.

You should bear in mind, however, that if by your appearance you show that you have not bothered much, the selector could well infer that you are not particularly interested in winning a place.

In conclusion ...

Bear in mind that there will be other applicants with similar, or better, qualifications than you. You have got to show by your enthusiasm and commitment that you will be an interesting and rewarding undergraduate to have around. The interviewers will probably be asking themselves. *Do I want to teach this student? Would I mind teaching them on a wet Monday morning?*

The interviewers are almost certainly going to be welcoming and pleasant, and when the ordeal is over you will probably realise that you have had quite an enjoyable experience. They are certainly not trying to catch you out. Relax as much as you are able to under the circumstances, and try to look your interviewer right in the eyes - and perhaps smile a little!

Try, if you can, to play your part in developing the conversation. Nothing is more frustrating to an interviewer if you reply with a monosyllabic 'Yes' or 'No'.

And finally, be punctual. Check your journey times carefully, taking into account the distance of the institution from the railway - or bus-station. Remember that you may have to ask directions to the interview room when you arrive, and it may be in a different building some distance away. Allow yourself plenty of time, therefore, so that you do not arrive panicky and out of breath.

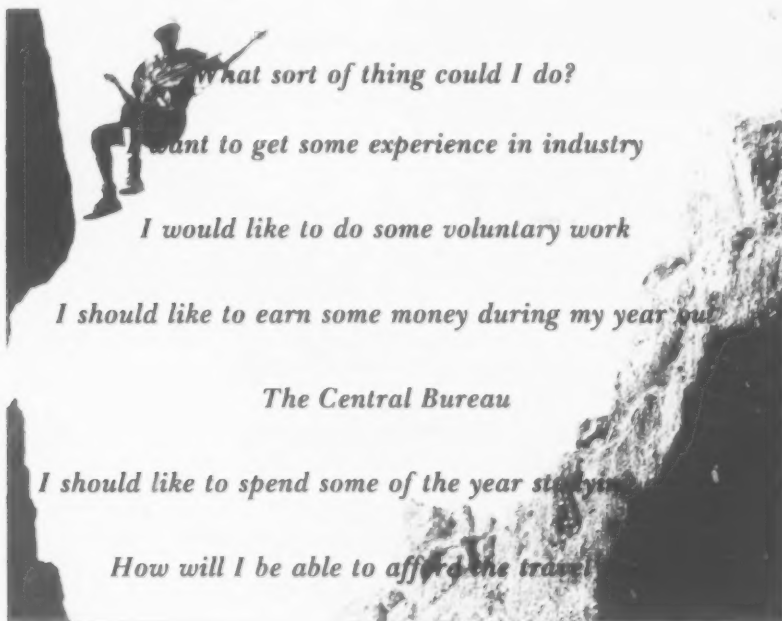
Checklist

Interviews and Open Days

1. An interview gives the selector an opportunity to find out about you as well as for you to find out about the course/institution.
2. Some institutions or departments prefer to invite you to an Open Day.
3. Try to find out whether your interview is to be formal or informal, an individual or group interview, and whether there will be any kind of written test.
4. There are certain questions you are likely to be asked:
 - Why have you chosen this course/institution?
 - What aspects of your present studies have you enjoyed/found difficult?
 - What do you know about your chosen subject at degree level?
5. Have some questions ready to ask them.
6. Expect to have to speak the language you intend to study (unless you are hoping to study it from scratch).

CHAPTER 11

A year out



What sort of thing could I do?

I want to get some experience in industry

I would like to do some voluntary work

I should like to earn some money during my year out

The Central Bureau

I should like to spend some of the year studying

How will I be able to afford the travel?

Checklist

It is not essential to go straight on to another course, although the majority of sixth-formers who enter higher education leave their school or college and go straight to their chosen course.

Some students feel in need of a break, however, and seek to broaden their experience before starting three or four more years of studying. You may be one of them. You may have had enough of studying for a while or might like to gain new experiences, perhaps by doing voluntary work, by working and travelling abroad, by doing voluntary or paid work connected with your future degree course, or by taking a job for a while to earn some money.

There are several good reasons why you should do this.

First, many higher education institutions encourage students to gain the extra experience and maturity that a year out gives. A large measure of self-reliance - both social and academic - is required of you when you move on to higher education, and young people who have had to fend for themselves to some extent, without the guiding influence of their parents and teachers are perhaps more likely to possess this quality. One student who had spent six months working in Spain in the intervening year between sixth-form college and university feels that it has *made leaving home to go to university less of a 'shock'*. She is now in her first year of her degree course and has noticed that, in her opinion, *people who have taken a year off are noticeably more mature.*

A second good reason for taking time out is to try to gain some experience related to your proposed degree subject. This is of particular importance if you want to study languages. Think what an advantage you would have when you start your course if you are already at

ease speaking the language as well as having first-hand experience of the life and culture of the country.

Thirdly, students who have gained some other experience before starting to study for a degree often get more out of their course. Statistics have shown that as the age of the student increases, so does his/her chance of successfully completing the course.

Another reason is enjoyment! Although there must be some around, I have not yet met a student who has not been glad to have taken a year out. Many have found it necessary after the pressures of 'A' level study, and usually return to start their courses with renewed enthusiasm for academic work.

A few have found the experience has caused them to reassess what they wanted out of higher education and have chosen a different course on their return. One example is a student who volunteered to teach English in India before starting a degree course in geography. While there she taught herself the local dialect so that she could communicate with her pupils and others in the village. She already had some experience of languages since she had studied (and passed with a good grade) 'A' level French. By the time she got back to the UK she had decided that she wanted to do a degree in an exotic language. She sought the advice of her sixth-form college who helped her to withdraw from the geography course and apply for Chinese. The point is that during a year out you have time to make up your mind what YOU really want before you begin your course. If you find out that you have made a wrong choice after you have started the course it may be possible to change, but it could cause you financial problems with your grant.

Time out can last for more than a year. There may be vocational or financial reasons for this. Some students want to gain substantial experience of 'real

work' before starting a degree course, particularly if that work is related to the subject they intend to study. They might spend two or three years working with a firm or with a bank before applying as a 'mature' student for a degree course in finance, business or management, for example. Those who want to combine a language with such a course would have to make sure that they kept their language(s) up to scratch in the intervening years.

There might be some financial advantages in taking a few years out, apart from the obvious one that you would be earning a salary. If you have supported yourself for three years you may be able to qualify as an 'Independent Student' for grant purposes, and so your parents' income would not be taken into account when your Local Education Authority calculates how much it will give you as a grant.

What sort of thing could I do?

What you might do will depend largely on your personal circumstances and your preferences. You could simply take the year off to earn some money, possibly locally, possibly further afield, and give yourself time to do some serious reading before beginning your course. Or you could consider some of the many paid or unpaid options which offer work-related experience or travel. Not all of the possibilities available to you would take a whole year. Some of the schemes mentioned in this chapter last for only a few weeks - some even less. Many young people plan to undertake several different activities during a year out and short-term schemes are therefore useful to know about.

I want to get some experience in industry

A potential engineer (more usually) or a science or

business studies or banking student could find a firm to offer a sponsorship. A number of organisations, including the armed services, sponsor good students at selected universities and polytechnics and offer them a year in valuable pre-course employment as well as good prospects of a job when they graduate. There is a limited number of sponsorships available, and you have to apply fairly early; some firms and organisations require you to apply well before Christmas in the year preceding 'A' level examinations. Entry is competitive and employers are looking for genuine high-flyers in line for good 'A' level results. You should consult the current edition of *Sponsorships* (published annually by COIC) which gives a list of firms and organisations willing to publicise their schemes (some are not) and full details of how to apply. There may be some opportunities open to you with local firms. The best way to find out is to consult your school/college careers department or your local careers office.

There is also a scheme called INDEX (which is short for **I**ndustrial **E**xperience), directed by a committee of educationalists and industrialists, which provides opportunities for young people to spend six months in industry or commerce between leaving the sixth-form and going into higher education. Although it is not intended that the scheme should act as a recruitment agency, there are many instances of companies deciding to sponsor students on their degree courses when they have completed their attachments. Other students return to the companies to which they were attached to gain further experience (and money) during their vacations. Your school/college may have details of the scheme, but if not, you should write (or ask them to write on your behalf) to the London office of Index at Enterprise House, 59-65 Upper Ground, London SE1

9PQ (Tel: 01-620 0736). That office will put you in touch with your regional director.

Another scheme which gives a year's pre-degree paid employment in industry, mainly for engineering students, is PFUE, which stands for Pre-Formation of Undergraduate Engineers. This is a new scheme and is at present only available in Avon, South Wales, Greater Manchester and the West Midlands. The appointments run from September 1st to July 31st and usually include workshop practice, production design, finance and presentation skills. If you have been accepted for a degree course in engineering or a related discipline such as physics, mathematics, chemistry or computer science at any university or polytechnic you are eligible for the scheme. At the end of the first year of the project (1987) about 30% of the participants were offered full sponsorships by their companies. The address to write to if you are interested, and if you live in one of the four regions, is PFUE, c/o The Southern Science and Technology Forum, The University of Southampton, Southampton SO9 5NH, and they will put you in touch with one of the regional directors.

I would like to do some voluntary work

If you want to do this near your own home then get in touch with your local Council Offices to see if any help is required in old people's homes, in hospitals, in centres for the disabled or with play groups. An organisation called Community Service Volunteers (237 Pentonville Road, London N1 9NJ) can help you to get placements in community or residential care for 4-12 month periods in various parts of Britain. You would be paid your basic expenses, would be fed and housed in or near your place of work, and might receive a small amount of pocket money. If you live in Northern

Ireland you could write to Voluntary Service Belfast (72 Lisburn Road, Belfast BT9 6AF, Northern Ireland).

There are several organisations which can organise voluntary work abroad for you. One of these is Concordia (Youth Service Volunteers) (8 Brunswick Place, Hove, Sussex, BN3 1ET) which offers stays in youth camps in Europe, where you would be engaged in social work or conservation projects. Other organisations offering similar possibilities in Europe, as well as farther afield, are the Christian Movement for Peace (Bethnal Green United Reformed Church, Pot Street, London E2 2EF), International Voluntary Service (162 Upper New Walk, Leicester LE1 7QA), British Council of Churches Youth Unit (Interchurch House, 35-41 Lower Marsh, London SE1) and Quaker International Social Projects (Quaker Social Responsibility & Education, Friends House, 173-177 Euston Road, London NW1 2BJ). The sort of conservation tasks volunteers have done have been nature protection, restoring historical buildings, maintaining public woodland, shoreline and beach cleaning, and repairing and constructing farm buildings. Board and lodging would be provided (scout huts, youth centres, farms ...), but you should usually expect to pay your own fares.

Some of these youth camps are in Britain, and although this does not give you the possibility of travelling abroad, it can help to broaden your horizons by allowing you to meet young people from other countries, as well as to have opportunities to speak languages other than English.

The United Nations Association International Youth Service (Welsh Centre for International Affairs, Temple of Peace, Cathays Park, Cardiff, CF1 3AP) runs international work camps in Wales. Or you could spend a couple of weeks in July/August at an international work camp in Derbyshire - contact the Community

Education Department of Derbyshire County Council (County Offices, Matlock, Derbyshire, DE4 3AG). There is a small charge, but there are some free places available for young people who live in Derbyshire.

There are plenty more possibilities for conservation work nearer home. You could contact the British Trust for Conservation Volunteers (36 St. Mary's Street, Wallingford, Oxfordshire, OX10 0EU) or Acorn Projects, which is a branch of the National Trust dealing with outdoor conservation projects, (PO Box 12, Westbury, Wiltshire, BA13 4NA). If you want to help to restore buildings then write to the National Trust (36 Queen Anne's Gate, London SW1H 9AS) or the National Trust for Scotland (5 Charlotte Square, Edinburgh EH2 4DU); or to Cathedral Camps (Crow Hill, High Birstwith, Harrogate, HG3 2LG), an organisation which (for a small charge) will arrange for you to join a summer camp and to undertake restoration and maintenance work in one of our cathedrals for a week between July and September.

If you are interested in birds and natural history you would no doubt enjoy working on RSPB nature reserves. You should get in touch with the Royal Society for the Protection of Birds (The Lodge, Sandy, Bedfordshire, SG19 2DL; or in Scotland, at Grianan, Nethy Bridge, Inverness-shire, PH25 3EF). The work is often fairly hard, and you would be expected to pay something towards your hostel accommodation as well as to join in with the chores.

There are often opportunities for young people to take part in archaeological digs both in the UK and all over the world. This could be of special interest to anyone intending to include history or archaeology in their degree. You will usually be required to pay your fares to the site, which can be quite expensive if you go to Israel, South America or the United States, for

instance, but might not bankrupt you if you choose somewhere in Europe, like Italy or the Netherlands. Your accommodation is provided, usually in hostels, but sometimes under canvas, and you may have to pay for this. You may or may not receive a small wage or pocket money. A few projects, in Italy, for example, are restricted to students of classics or archaeology. If you are interested you should write to the Council for British Archaeology (112 Kennington Road, London SE11 6RE) which will send you its bi-monthly journal, *British Archaeological News* (for an annual subscription of £9.00) giving information about digs in Britain requiring helpers. It will sometimes include details of digs in Italy, but if you are keen to go overseas, Archaeology Abroad (c/o The Institute of Archaeology, 31-34 Gordon Square, London WC1H 0PY) will give you addresses to contact. Concordia (Youth Service Volunteers) - the address is at the beginning of this chapter - can put you in touch with possibilities in Europe; and Project 67 (10 Hutton Gardens, London EC1N 8AH) organise digs in Israel and Europe.

If you want to go to the United States one organisation which could help you to get there is Camp America (37a Queen's Gate, London SW7 5HR). They offer you free return flight to the States, board, lodging and pocket money in return for about 6 weeks' work in children's summer camps. Most young people selected for this work are proficient in something like sport, music or drama, and can therefore help out in activities with the children. There are also openings for young people wishing to do domestic or clerical work in these summer camps. At the end of the 6 weeks you would have about 3 more weeks free to be able to travel around and see a bit of America.

If you would like to work for 3 weeks on summer holiday play schemes for British Army children in

Germany (Berlin, Herford, Münster, Paderborn, or Verden) you can organise this through Toc H German Projects (38 Newark Street, London E1 2AA). You would not be working with the children all the time - there is time for sightseeing and for making occasional contact with the German way of life outside the British Army base. You would be housed either with British Army families or in barrack room accommodation and would be flown to your destination free of charge on an army trooping flight. Your meals would be provided - all you would need is some pocket money. Only about 40 volunteers are recruited each year and it is advisable to apply early - at least by the end of March in the year you wish to go.

One useful address if you would like details of placements in a wide variety of countries throughout the world is GAP Activity Projects Limited (7 King's Road, Reading, Berkshire RG1 3AA). If your school/college is not a member of the GAP scheme it will cost you £6.90 to join as an individual. They offer placements to school leavers and students in (at present) Australia, Canada, the Falkland Islands, France, Germany, India, Israel, Mexico and New Zealand. Board and lodging is provided by your host, and some pocket money, but you would have to pay an administrative fee which ranges from £150 (for Israel) to £325 (for Australia), and would have to meet the costs of your air fare. Placements last for 6 months, usually from January to July. This is a popular scheme and you would need to apply in good time - the closing date for applications is 31st April in the year you sit your 'A' levels.

The Project Trust (Breacachadh Castle, Isle of Coll, Argyll, PA78 6TB) is an organisation which enables 17 to 19-year olds to experience living and working in a number of overseas locations. 170 young people were

successful in getting placements in 1989, and it is envisaged that about 180 will go to work abroad in 1990. At present there are opportunities to teach (mainly English, but also some science) in Jamaica, Indonesia, Honduras, Brazil, South Africa, Namibia, Nigeria, Zimbabwe, Transkei, Egypt, Jordan and China. In addition, there are some social service projects available in Jamaica, South Africa, Egypt and Jordan - mainly working with young children in residential care. Opportunities also exist for 3 young men to assist with outward bound projects in Hong Kong, as well as for volunteers to work on sheep stations in Australia (at present men only, but it is possible that young women will soon be able to go too). Most projects start in September and last for a year.

You should apply by 1st January for the following September. You will be called for an interview, and if they like you they will ask you to attend a four day selection course on the Hebridean Isle of Coll, where you will be told about the Project Trust and assessed by Project staff while you work both on your own and as part of a group.

A drawback of the scheme would initially seem to be the fact that it costs (currently) £2500 per volunteer, of which you would have to raise £2100 yourself. However Project Trust say that volunteers do not usually experience difficulty in raising the money (by sponsorships or other forms of fund-raising), but they will sometimes help out if there are real difficulties.

The Working Holiday in Australia scheme provides 18 to 25-year olds with an opportunity of sampling life for a period of up to a year in that country as well as undertaking some part-time or casual work. This could work out quite expensive for you as you have to pay your return air-fare as well as support yourself during the time you are not working - it is meant to be a

working **holiday**, with the accent on cultural holiday rather than on work. You have to provide evidence of having enough financial support before you go. If you are interested you should apply for details to the Australian High Commission (Australia House, The Strand, London WC2).

Another way in which you could sample a society and culture which are completely different from your own is by volunteering to work on a kibbutz or a moshav. Kibbutzim and moshavim, of which there are hundreds throughout Israel, give you an opportunity of living and working in small communal societies. A kibbutz is a small independent agricultural community whose members do not receive any wages but who work in return for the provision of basic needs. Volunteers are accommodated in wood cabins and eat in communal dining rooms. Some kibbutzim have a bar, and perhaps even a disco. A moshav is a collection of family units, each living on its own small farm or plot of land and sharing with the other families the costs of materials, equipment and marketing. As a volunteer on a moshav you would live with a family, or with other volunteers in a separate bungalow and be 'adopted' by the family for which you would be working. Life on a moshav is tougher than on a kibbutz.

The minimum period for which you can go either to a kibbutz or a moshav is four weeks. You have to work hard - you have a six hour day, six days a week - and the conditions can sometimes be rather basic and uncomfortable. When you are there you get pocket money (on a kibbutz) or a small wage (on a moshav), but you have to find the money for a registration fee and your travel costs. However, most volunteers find the experience highly rewarding and enjoyable.

You can find out more by writing to Kibbutz Representatives (1a Accommodation Road, London

NW11) or to Project 67 (10 Hutton Gardens, London EC1N 8AH). If you decide to volunteer to work on a kibbutz or a moshav you will have to organise for yourself a work permit, a passport (if you haven't already got one), a visa, insurance cover and cheap travel. It is perhaps worth pointing out that once you have an Israeli visa stamped in your passport you may be unwelcome in an Arab country. This may be something you would like to consider if you want to do a degree in Arabic, for example.

I should like to earn some money during my year out

You would no doubt be able to find some temporary employment near home, and some of the publications mentioned in the booklist at the end of the book will give you some addresses to write to in order to find jobs in Britain, in particular *The Directory of Summer Jobs in Britain*, edited by S. Griffith and published by Vacation Work. However, if you intend ultimately to do a language course it would be a pity to waste an opportunity of practising your languages - or even trying to pick up a new one. There are plenty of suggestions for employment abroad in the books mentioned in the Booklist - opportunities all over the world. And remember that you can work anywhere within the EC - Belgium, Denmark, France, West Germany, Greece, Ireland, Italy, Luxembourg, the Netherlands, Portugal or Spain - without a work permit. If you do intend to work within the EC then you will find that the leaflet *Working in Europe - how to get a job in another EEC member state, and what you should know before you accept it* will give you plenty of useful advice. It is published by the Department of Employment and is available free of charge from any Jobcentre.

One of the most popular ways to spend some time abroad in a family and to earn a little money is by working as an au pair. Until recently this has been an opportunity open to 18 to 30-year old women only but now there are a few posts in the United States and in West Germany available to young men. An au pair lives as a member of the family (not as a servant) and looks after any children, undertakes light housework, does the shopping, and so on. In return the au pair receives board and lodging and some pocket money. Hours should not exceed thirty per week and there is therefore a fair bit of time for social activities, as well as, perhaps, the possibility of doing a part-time course in the language.

If this is an arrangement which interests you then you could contact one of the reputable au pair agencies. Three of the most popular agencies for au pair posts are Universal Aunts Ltd (250 King's Road, Chelsea, London SW3), Au Pairs Universal (The Dell, 180 Tom's Lane, King's Langley, Herts WD4 8NX) and Au Pair in America (37 Queen's Gate, London SW7 5HR). Agencies often charge quite a high fee for their services (Au Pair in America, for example, charges a large deposit which is returned to you at the end of your placement), so you might like to explore the possibility of finding an au pair post through personal contacts - your friends or relatives might know of a family abroad which needs an au pair. Advertisements often appear in newspapers and magazines - one magazine which usually carries advertisements regularly is *The Lady*.

Occasionally difficulties occur if the au pair does not get on well with the family or with the children, or if the au pair is worked too hard and used more as a domestic help than a guest. But if you have found your post through a reputable agency or through friends or relatives you will usually have a telephone number

where you can contact someone who will help to sort out any problems.

If you are not afraid of hard work you might like to consider paid work in holiday or ski resorts. Canvas Holidays Ltd. (Bull Plain, Hertford, SG14 1DY) employ young people as members of a 'Flying Squad' to set up and equip 6 berth frame tents on camp sites in Austria, France, Germany, Italy, Spain and Switzerland. Workers are needed for this job from the end of April until the middle of June. There are opportunities again in September when the tents need to be taken down, cleaned and put away for the winter. You would have your outward travel paid, would receive a wage (varying from country to country) and would live in self-catering tented accommodation. The same organisation also offers employment to couriers for their campsites; the job would include domestic work, like cleaning. Another organisation offering similar employment is Eurocamp Travel Ltd, (Edmondson House, Tatton Street, Knutsford, Cheshire).

If you feel you could cope with the responsibility of escorting children and young teenagers to Europe on educational visits or adventure holidays then you could contact PGL Sunsport Holidays (Station Street, Ross-on-Wye, Herefordshire HR9 7AH). The American Institute for Foreign Study (37 Queen's Gate, London SW7 5HR) sometimes need couriers who can escort tourists and do all the necessary arrangements for visits both in this country and in mainland Europe.

Jobs in the Alps Agency (PO Box 388, London SW1X 8LX) can organise for you employment in hotels and restaurants in Alpine ski resorts. You would need to be able to speak French reasonably well and be prepared to work very long hours. There are opportunities from December to April and from June to September for women as waitresses and chambermaids,

and for men as kitchen assistants and night porters. The salary is fairly good, board and lodging is provided, and just occasionally cheap ski passes are available.

There are opportunities to have a working holiday helping with the grape harvest in France, Germany or Switzerland. Competition for jobs is strong, the work is hard and accommodation is often pretty basic. However it can be good fun and an opportunity to use your languages. Grape picking takes place in France and Switzerland in September/October, and in Germany in October/November. Some German vineyards continue harvesting until January so you could find it easier to get a job then when other students have had to return to their courses. Vacation Work International Club (9 Park End Street, Oxford OX1 1HJ) can arrange grape picking placements (as well as other summer jobs).

You can get seasonal jobs harvesting other things too - apples, soft fruit, maize, tobacco and so on. You can find addresses to write to in some of the publications in the booklist.

The Central Bureau

The Central Bureau for Educational Visits and Exchanges (Seymour Mews House, Wigmore Street, London W1H 9PE (Tel: 01-486 5101)) is responsible for running all sorts of international projects for young people, and a few examples of these projects are given below. They also publish three guides dealing with working or studying abroad, details of which are in the booklist at the end of the book.

The Central Bureau helps to organise English Language Summer Camps in Hungary and Poland which give British teachers and sixth-formers an opportunity to spend 3 weeks in the summer in either of these countries, furthering international understanding

by helping young people to practise their English and to get to know more about the British way of life. The programme consists of daily sessions of tuition in English every morning, undertaken by the teachers assisted by the sixth-formers. You would also be expected to take part in extra-curricular activities (sport, music, drama, crafts, folk-dancing, etc.) and in excursions. To be eligible to participate in English Language Camps you must be a native speaker of English, able to express yourself clearly, be sociable and adaptable, and capable of contributing something to the extra-curricular activities. You have free board and lodging throughout the 3 weeks' stay and the excursions are also free. You do have to pay your travel expenses to and from the country, however, but the Central Bureau makes the arrangements at a reduced cost. Only about 60 sixth-formers are recruited for the language camps each year, and those who do manage to get a place find it a valuable and memorable experience.

The Central Bureau also runs a Finnish Family Programme which gives you the opportunity of living with a family in Finland for up to a year. Your main duty would be to help the family practice their English, but you would also be expected to join in with the family chores - light housework or looking after children. There would be no accommodation charge, your meals would all be provided and you would receive pocket money of at least FIM 150-200 per week (about £20-27). You would have to organise and pay for your travel to and from Finland as well as for insurance cover.

If you would like to carry out a study project (of your own choice) in an EC member state, the Central Bureau awards Project Europe travel bursaries to selected 16 to 19-year olds in full- or part-time education. The aim of these is to allow young people to

gain international experience after they have left school/college and before they go on to further or higher education, or into a job. The project idea that you submit should be connected in some way with your field of study or future career, should display a high degree of personal initiative and should involve plenty of contact with people in the country you intend to visit.

The Central Bureau's foreign assistants scheme is of particular relevance to those going on to language degree courses. There are limited numbers of places available as 'helpers' in French, German and Spanish schools. You must have an 'A' level in the appropriate language and be at least 18 when you take up your appointment. Because posts are limited, and competition is strong, preference is given to those students who are going on to a degree course in French, German or Spanish, and you also stand a better chance of getting a post if you intend to teach after you have graduated.

In France you would be called an *Assistant à Temps Partiel* and would work for about 10 hours per week under the supervision of the teachers of English, assisting them with their teaching. The age range of the pupils would be between 11 and 15, and your main job would be to take small groups of pupils for spoken language practice. Lodging is usually provided in the school, subsidised meals are available and you get a monthly allowance of about 2000F. The appointment lasts for 6 months, from January to June, and is preceded by a short course in Paris for that year's batch of Assistants before they all go off to take up their duties.

In the Federal Republic of Germany you are called a *Helper* and would work in a state or private boarding school. Your duties would be roughly the same as an *Assistant* in a French school, but you might also be

expected to help out by supervising homework and some extra-curricular activities. You would have a 12-14 hour week and for that you would be paid about 150DM a month. You would be housed and fed by the school and might be expected to undertake some duties in the boarding-house. You can work for either two or three terms, from September to April, from September to July, or from January to July.

In Spain you would work in a private boarding school, and as well as doing 12-15 hours teaching per week, assisting the teachers of English, you would be expected to participate in the life of the school. You would get a weekly allowance of about 4000-5000 pesetas. The appointments last from January to June and are preceded by a short briefing session in London in December.

In all three cases you would have to pay your own travel costs and insurance, but you might be able to earn enough money to pay for your fare between the end of the summer term and the start of your appointment, particularly if you choose an appointment that starts in January.

One young man who went to help with the teaching of English in Spain had this to say about his appointment:

I went to the Malaga region. I arrived there on 15th January and went to teach in a boys' boarding school. The pupils were aged 14-22. It seemed to me rather a strange education system over there - if they fail their exams at the end of the year they have to repeat. So in the first year you've got people who are 20 or 21, and perhaps in the fourth year you've got someone who is 15. Some of them were older - and bigger - than me. I was 19. So when they couldn't do their homework I just smiled and said 'I don't mind'!

I had classes for 14 hours a week. It was great fun. I had my own classroom, my key, an overhead projector ... I could even give detentions!

I spent the week living in the college with the students, and they became more my friends than my pupils, so they really had a licence to misbehave in my lessons. I had to put my foot down now and then!

At the weekends I would go to their houses. Since it was a boarding school they came from all over Spain. I went to Granada, Seville, Malaga, and even up north to Salamanca.

Fame touched me a bit while I was out there! There is a new policy for Spanish railway workers; they have got to learn English. A university in Granada has written a manual for the ticket collectors and the people who work on the platforms, giving them a basic language course. As I was reading through this book prepared by the university I noticed it kept referring to a tape. So I asked 'What tape?' and I was told 'That's where you come in. We would like you to record the tape for us.' So I did an hour's recording on tape, saying things like 'Good - morning, I - would - like - a - first - class - ticket - to - Granada - please,' and 'Why - haven't - you - bought - a - ticket?' It was really good fun. I had to stop a lot because I was laughing.

I also spent a couple of hours translating a sales brochure into English for the father of one of my pupils.

But my main reason for going was to become fluent in Spanish, which I'm glad to say I did. I only had contact with another English person for about two hours a week, so basically I lived in a totally Spanish atmosphere. I got to know and appreciate the Spanish people and their way of life. It is not just for the language that you go there - you find out about another country.

Application forms for these Assistant schemes can be obtained from the Central Bureau, and you will need a

reference from your school/college. You will be required to go to an interview at which you will be expected to speak in the language of the country you wish to work in.

I should like to spend some of the year studying abroad

There are hundreds of language courses and other study courses available abroad. The Central Bureau publishes a book called *Study Holidays* which contains details of language courses in Europe or courses where language learning forms a large part of the studies.

UNESCO has published *Study Abroad* giving information about international courses - and about scholarships that are available to help you meet the costs. You can obtain this booklet from HMSO or through a book shop.

You can get details of courses in France from the French Embassy (Service Culturel, 22 Wilton Crescent, London SW1X 8SB); in West Germany from the Goethe Institut (50 Prince's Gate, Exhibition Road, London SW7 2PH); and in Spain and South America from the Hispanic and Luso-Brazilian Council (2 Belgrave Square, London SW1X 8PJ). The Tourist Offices and Cultural Institutes of other countries can also give details of



study courses and other opportunities - there is a list of addresses (as well as an enormous amount of other useful information) in *A year off ... a year on?* (published by CRAC).

How will I be able to afford the travel costs?

Many organisations offer students reductions on travel costs. There is a list of these organisations in *Summer Jobs Abroad*, but some of the main ones are these:

British Rail issues an Inter-Rail card which for £139 will give you one month's unlimited travel in 19 European countries as well as reductions on some channel crossings, and a reduction of up to 50% on travel in Great Britain and Northern Ireland. This could be a useful ticket to have if you want to organise your own tour of Europe, perhaps in the summer holidays. You can get it from any main railway station.

Transalpino Ltd. (71-75 Buckingham Palace Road, London SW1W 0QL, Tel: 01-834 9656/6283) offers tickets valid for two months at good discounts - often as much as 50% - to more than 2000 European destinations. You can also get tickets to Morocco and Turkey which are valid for six months. There are Transalpino offices in Dublin, Edinburgh and Glasgow, as well as in most European countries and Morocco.

French Railways (179 Piccadilly, London W1V 0BA, Tel: 01-493 9731) will be able to advise you about the French equivalents of the Young Person's Railcard - the *Carte Jeune* and the *Carré Jeune*. There is also a *France Vacances* ticket which gives unlimited travel in France for a month.

German Federal Railways issues DB Junior Railcards amongst other options which would give you reduced fares in the Federal Republic. You can get information at principal British Rail stations.

Eurolines (National Express/Eurolines, 13 Regent Street, London SW1, Tel: 01-730 0202) will give you discounts off coach travel in Europe if you have a Student Coach Card.



Checklist



A Year Out

1. There are many good reasons for taking a year out between the sixth-form and higher education: you gain experience, maturity and self-reliance; you can get some experience related to your degree subject; you may as a result get more out of your course; and you stand a good chance of enjoying the experience.
2. It gives you time to reassess what you want out of higher education. A few students even change their minds about the course they want to do.
3. Sponsorships, the Index scheme and PFUE can provide you with experience of industry before you begin your degree course.
4. The Central Bureau for Educational Visits and Exchanges offers many opportunities for young people to travel and work abroad; it also offers a limited number of places to those who have taken their 'A' levels to act as assistants in French, German or Spanish schools.
5. There are several organisations which offer young people reductions on the cost of travel.

CHAPTER 12

Will the teaching be different?



Teaching styles have been changing and developing over recent years in both sixth-forms and in higher education institutions. Apart from lectures, you may not find the styles of teaching on many degree courses all that different from what you are doing at the moment. You will definitely find that you will have to take even more responsibility for your own studying and learning, though.

Lectures

Tuition based on lecture courses will no doubt seem very different from what you have experienced before. Lectures, lasting from 50 minutes to an hour, are likely to form the main part of your programme, and for students coming from small sixth-forms where the classes have been fairly small, a lecture for about 150-200 people can seem a little overwhelming at first.

The purpose of the lecture is to introduce a topic in rather broad terms. The topic will usually be followed up in tutorials and seminars, and of course you will be expected to explore it in greater depth on your own by reading and other research.

Tutorials

A tutorial gives you and one or two other undergraduates the opportunity of working fairly informally with a member of staff. Often the tutorial provides a forum for the discussion of your essays or other written work.

Such small group work allows you the chance to talk about your work with your tutor, and to ask for individual help and advice if you need it.

Usually, tutorial periods are part of the course timetable, but sometimes they are arranged as alternatives to certain aspects of the course, or as additions to the course.

As well as having academic tutors, you can expect to be assigned to a personal tutor who may wish to meet you fairly regularly. This is the person to see if you are in any difficulty, either academic or personal.

Seminars

Seminar groups are larger than tutor groups. Seminars meet to discuss a particular topic. Often one of the students in the group may be asked to set the ball rolling by delivering a paper - that is, reading an essay or giving a prepared talk, which is then discussed by the group as a whole.

Practical work

You can, of course, expect to have practical language classes and to do language laboratory work. You will also find, no doubt, that the department is far better equipped with the latest technology than the average school or college. In addition to the usual audio and video facilities, and word-processors, the more up-to-date will have several language laboratories, including an interpreting laboratory which will enable you to practice conference interpreting in the latter part of your course, satellite television for the reception of direct broadcasts from mainland Europe, tutored video instruction, and micro-computing facilities which offer computer-assisted learning programmes and machine translation practice.

Private study

This is one of the most important components of the degree course. Your lectures, seminars, tutorials and practicals will account for about 15-25 hours per week. You will be expected to spend about the same amount of time on your own individual study. This will include your written work (essays, language exercises, preparation for tutorials and seminars), your reading and research.

Optional and compulsory elements

As you progress through your course you will find that you are given more choice in what you study. The first year will usually contain a fair number of compulsory courses which give you a basic grounding in your subject. In subsequent years you may be able to build up a programme more or less to suit yourself from a range of optional courses.

What about the assessment?

Most courses will involve a combination of several methods to assess your performance, each institution varying in its emphasis on one method or another. The main methods are:

Examinations - formal written examinations are the main assessment method used in most institutions.

Continuous assessment - this is the assessment of your work throughout the course - the written work, the tutorial and seminar work, and the practical work. It may also include what you do during the period of time spent studying or working in a foreign country.

Projects or Dissertations - you can often choose a special subject or interest to pursue in depth. The extended essay you write as a result of this in-depth study might be submitted instead of part of the final examinations.

Language students can also expect to have oral examinations, and perhaps interpreting tests.

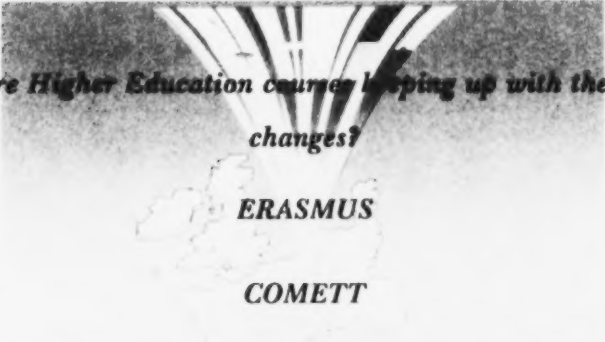
Checklist

Will the teaching be different?

1. The tuition is likely to be based on lectures, and small group teaching - tutorials and seminars - all of which will account for about 15-25 hours per week. You will be expected to spend about the same amount of time on private study.
2. You will also have practical classes and language laboratory work. Many departments are extremely well-equipped with the latest technology to assist with practical language work.
3. As you progress through the course you will no doubt have opportunities to choose optional courses.
4. Most courses involve a combination of several methods of assessment - formal written examinations, continuous assessment, projects/dissertations, oral examinations and interpreting tests.

CHAPTER 13

The European community: study and work in the 1990s



*Are Higher Education courses keeping up with these
changes?*

ERASMUS

COMETT

ERASMUS and European Credit Transfer

Checklist

The number of 18 and 19-year olds has been declining since 1982, and is due to carry on declining until 1995. There will, in consequence, be a shortage of graduates coming out of our universities, polytechnics and colleges during the 1990s. At the same time, the demand for graduates is rising, and is predicted to carry on rising throughout the 1990s, far outstripping the supply.

The same demographic trends are affecting our partner countries in the EC. Not only will you be in demand in the UK if you have a degree, you will also be attractive to employers in the other Member States if you have the ability to speak one or more of the Community languages.

The single European Act which came into operation on 1st July 1987 committed the European Community to work towards establishing a single market by the end of 1992. Bringing together the twelve Member States of the EC as one single market with consumers numbering an estimated 320 million plus will have a profound effect on British businesses, and will present them with significant new opportunities.

British firms are now recognising the need for their employees to speak the language of their customers if they are to trade successfully. With the establishment of the single market their customers in the 'home market' will speak Danish, Dutch, English, French, German, Greek, Italian, Spanish and Portuguese. Many firms have already begun to see to it that their existing management, sales and marketing staff get language training. They are also making sure that the new staff they recruit have these skills. There is a need, too, for translators of trade literature, and for interpreters.

Quite simply, the future has never looked rosier for modern language graduates and for graduates from courses that combine professional qualifications with a language.

Are Higher Education courses keeping up with the changes?

Higher education courses are changing fairly rapidly to reflect all these new developments. For years and years nearly all language degree courses have involved a period of time spent in the country of the language being studied. Initially modern language students followed a course in a foreign university or became teaching assistants in foreign schools. These two possibilities are still offered to undergraduates, but more recently universities, polytechnics and colleges have sent their undergraduates on foreign work placements or to study in foreign business schools as well.

A newer development has been the possibility of getting two qualifications simultaneously - a British degree as well as a foreign qualification. Some of these new programmes can now lead on to a similar higher degree scheme - for example, the Transnational Integrated European Studies (TIES) BA degree at the University of Hull which leads to the award of a BA Honours degree and a Dutch, French or German qualification could be followed by a 'transnational MA' which is jointly accredited at Hull, Amsterdam, Angers and Osnabrück.

ERASMUS

Such transnational programmes are on the increase since the establishment of the European Community Action Scheme for the Mobility of University Students (ERASMUS) in May 1987 by the Council of Education Ministers. By providing funding and additional student grants to cover travel and the higher costs of living abroad, the ERASMUS scheme is designed to increase

the numbers of students studying for a period of time in another Member State as a recognised part of their course, and ultimately the numbers of graduates who have good language qualifications in addition to an experience of life and culture in a Member State other than that of their birth.

Under the ERASMUS scheme some higher education institutions have developed specially integrated programmes with their partner institutions in mainland Europe. One such example is Bristol Polytechnic's European Link programme which has been introduced into the Modern Languages degree course. During the first year of the course a small group of students (about 9) is selected to spend the next two years studying in two European countries before returning to Bristol for their final year. Modern Language students at Bristol Polytechnic do two languages from French, German and Spanish and those selected for the European Link scheme can study not just in one, but in two foreign universities (from Rennes, Bordeaux, Mainz/Germersheim and Barcelona) gaining not only the BA Honours degree from Bristol but also equivalent qualifications from the two institutions where they studied in their second and third years. The advantages of such a course are obvious, but it can be demanding for the students, especially when they are studying in the country of their second foreign language alongside those whose native language it is, with no allowance made for any language difficulties.

An integrated course like this can have all sorts of beneficial effects on the department which offers it. There is usually an exchange of teachers and ideas between the institutions involved, and the presence of students from a variety of other Member States not only enriches the social mix, but also has real advantages even for the students not chosen to participate in the

European Link scheme who can benefit from studying alongside students from other Member States in the home institution.

If the possibilities offered by the ERASMUS scheme interest you, you should search through the prospectuses to see what arrangements individual institutions have made under the scheme. If there is a course which particularly attracts you but which does not appear to be part of the scheme, you could write to them and ask if the department has any plans to become involved in the ERASMUS programme. Often, ERASMUS arrangements are not advertised in the prospectus because they are restricted to only a few undergraduates. So your only way of finding out is to contact the department.

There are possibilities under ERASMUS whereby you could apply and set up your own individual arrangement as a 'free mover'. This would involve your negotiating your own terms with both the home and the host institution as well as applying for your own grant from ERASMUS. Not only is there a lot of red tape to go through, it could well be difficult for you as an individual to be successful in gaining funding since you would be in competition with higher education institutions negotiating funding for a whole department.

COMETT

The Community Action Programme for Education and Training for Technology (COMETT) could also be of interest to you, particularly if you are thinking of taking a course combining a language with an industrial or technological subject, like computing, business studies, management science, or even law or sociology, which might deal with the legal and sociological aspects of technological change.

The COMETT programme is designed to keep higher education institutions of the Member States in touch with industry, particularly in the field of new technology. There are several ways in which COMETT funding can be used, but one of them is to finance work-related experience in one of the other Member States for undergraduates, as well as for graduates who have just finished their course.

The university, polytechnic or college that you are thinking of applying to may be involved in the COMETT scheme in one way or another. You could write and ask if you are interested.

ERASMUS and European Credit Transfer

In June 1988 the Council of Education Ministers signed a directive which marked an important stage in the development of the European Community. Although one of the basic rights laid down by the Treaty of Rome in 1957 was the freedom to work anywhere in the Community, the majority of Member States do not yet recognise professional qualifications gained in another Member State. Even when they do, as is the case with doctors, very few actually practise abroad, because of language difficulties. But as a result of the June 1988 directive, from the early 1990s onwards any professional person can, in principle, exercise his or her profession in any of the Member States provided s/he has a qualification which has been awarded after at least three years' study in higher education.

But that is only the beginning. The dynamic Rector of the University of Paris, Hélène Ahrweiler, sees the freedom to study in any of the Member States as an important step towards raising linguistic and cultural barriers:

L'Europe des professions, c'est bien, mais c'est pour l'Europe des étudiants que nous devons nous mobiliser.

She wants to see students begin their studies in Paris, for instance, continue them in London, and then finish them in Rome or Frankfurt. The ERASMUS scheme is beginning to make this seem less of a pipe-dream. By 1992 about 10% of the six million students in the EC will be able to undertake part of their course in another member State.

The next step is to allow students to build up a degree by studying in higher education institutions in different countries, and by having the units of work they have done in each country recognised as components of their final diploma or degree. This is just beginning to be possible. A six-year pilot scheme, called the European Community Course Credit Transfer Scheme (ECTS) will enable students to accumulate credits towards their degree in different Member States.

The pilot scheme is limited to five subjects only - business and administration, mechanical engineering, medicine, chemistry and history. But it is intended that the scheme should be extended if it proves successful.

A Student's Guide to Europe

There is a very useful publication written by Caroline Jackson MEP which contains advice and addresses for students contemplating working or studying in Europe. It is free, and can be obtained by contacting The Euro-



pean Democratic Group at 2 Queen Anne's Gate,
London SW1H 9AA (Tel: 01-222 0411 or 01-222 1720).

Checklist

The European Community: Study and Work in the 1990s

1. The single European market which comes into effect at the end of 1992 will present British business with significant opportunities. Many British firms are recruiting new staff who have language skills.
2. In addition to the traditional experiences offered by the year abroad higher education institutions now send their undergraduates on foreign work placements or to study in foreign business schools.
3. Several courses now offer the possibility of obtaining a British degree and another European qualification.
4. Transnational degree schemes are on the increase since the introduction of the ERASMUS programme in 1987.
5. COMETT is an EC Action Programme which can provide funds for work-related experience in the EC for undergraduates and new graduates.

Booklist



Most of the publications mentioned in this list should be available in your school/college careers library, at your local careers office and possibly in the public library.

Because higher education institutions frequently update and modify their courses and introduce new ones it is important that you consult the most up-to-date publications you can.

1. General information about courses, institutions, basic entrance requirements, etc.

University Entrance: The Official Guide (published annually as the authoritative source of information on all the universities in the UK by the Committee of Vice-Chancellors and Principals).

Polytechnic Courses Handbook: Higher Education - full-time and sandwich courses (published annually by the Committee of Directors of Polytechnics)

The Colleges and Institutes of Higher Education Guide (published annually by the Standing Conference of Principals)

Directory of first Degree and Diploma of Higher Education courses (published annually by the Council of National Academic Awards)

A Compendium of Advanced Courses in Colleges of Further and Higher Education: full time and sandwich courses in Polytechnics and other Colleges outside the University sector (published annually on behalf of the Regional Advisory councils by London and South Eastern Regional Advisory Council for Further Education)

A Guide to Language Courses in Polytechnics and Similar Institutions (published by the Lancashire Polytechnic for the Standing Conference of Heads of Modern Languages in Polytechnics and other Colleges (SCHML))

The NATFHE Handbook: The handbook of initial teacher training, other degree and advanced courses in Institutes/Colleges of Higher Education,

Polytechnics, University Departments of Education in England and Wales. (published annually by the National Association of Teachers in Further and Higher Education)

DOFE - The Directory of Further and many Higher Education Courses in the United Kingdom: The comprehensive guide to courses in UK polytechnics, colleges and those colleges recognised as efficient by the British Council, British Accreditation Council, CIFE, and other professional associations in independent further education. (published by CRAC)

Which Degree? volume 1: Arts, Humanities and Languages
and *volume 4: Business Education and Social Sciences* (published by New Opportunity Press)

A-Z of first degrees, diplomas and certificates: a guide to qualifications awarded by universities and polytechnics in the UK (published by Kogan Page)

2. Fuller information about courses and entrance requirements

The Complete Degree Course Offers by Brian Heap (published annually by Careers Consultants Ltd)

Languages and Careers : an Information Pack by Ann King and Gareth Thomas with Derek Hewett (published by CILT)

How to choose your degree course by Brian Heap (published by Careers Consultants Ltd)

Degree Course Guides (published by CRAC/Hobsons Publishing plc):

French by Graham Townsend

German (including Dutch & Scandinavian studies) by Ingrid Lunow

Italian and Hispanic Studies by Richard Andrews and Stephen Hart

Russian and Oriental Studies (including African Studies) by Roger Cockrell and Vanessa Shepherd

3. Information and advice for the prospective higher education student on choosing a course and an institution, applications etc.

The Potter University Guides by Sheila Potter and Philippa Clare (published by Dalebank Books) - descriptions of each university, campus, social life, fees/living expenses etc.

Higher Education - Finding Your Way by David Dixon (published by HMSO)

Getting into Colleges (published by Careers Consultants Ltd)

Getting into Polytechnic (published by Careers Consultants Ltd)

Getting into University (published by Careers Consultants Ltd)

Getting into Oxford and Cambridge (published by Careers Consultants Ltd)

Student Eye (a students' eye view of life at universities and polytechnics) (published by CRAC/Hobsons Publishing plc)

Connections: Modern Languages - links between school subjects, courses in further education and higher education, jobs and careers by Robin Derbyshire (published by CRAC/Hobsons Publishing plc)

[Those thinking of applying for joint/combined honours courses might be interested in other books in the Connections series - e.g. *Law, Economics*.]

Signposts for Sixth Formers by Edwin H. Cox (published by Careers Consultants Ltd)

4. Advice on how to get the most from higher education

The Undergraduate's Guide to Studying Languages by Linda Hantrais (published by CILT)

Signposts for Students by Edwin H. Cox and Penelope L. Hedge (published by Careers Consultants Ltd)

5. Careers advice

Which Subject? Which Career?: a guide to subjects and courses at ages 14, 16 and 18 and the careers to which they can lead (published by CRAC/Hobsons Publishing plc)

Languages and Careers: an Information Pack by Ann King and Gareth Thomas with Derek Hewett (published by CILT)

CRAC Connections series (especially *Modern Languages*) (published by CRAC/Hobsons Publishing plc)

Your Degree in Modern Languages ... What Next? by Richard A. Firth, Margaret Dane and John M. Harris (Signpost series - published by AGCAS)

Higher Education for International Careers by Linda Hantrais (published by Aston University Modern Languages Club in association with CILT)

Working in the European Communities: a guide for graduate recruiters and job-seekers by A. J. Raban (published by CRAC/Hobsons Publishing plc)

6. A year out/holiday jobs

A Year Off ... A Year On? (published by CRAC)

Jobs Before Cambridge (published by the Cambridge University Careers Service) - useful information, not just for prospective Cambridge undergraduates

Publications from the Central Bureau for Educational Visits and Exchanges:

Working Holidays

Volunteer Work

Home from Home - a guide to organisations arranging homestays and exchange visits, as well as practical advice on travel, insurance, etc.)

Study Holidays

Young Visitors Series - pocket guides giving information on planning a visit, travelling, accommodation, leisure and activity holidays, study opportunities, practical advice (passports, insurance, money etc):

Hello France!

Welcome to Germany

Spain for Young Visitors

Welcome to Italy

Belgium, Use It

Young Visitors to Netherlands

Focus on Luxembourg

Young Visitors to Denmark

Publications from Vacation Work:

The Directory of Summer Jobs in Britain

The Directory of Summer Jobs Abroad

The International Directory of Voluntary Work

Adventure Holidays in Britain and Abroad

Work your Way Around the World

The Directory of Jobs and Careers Abroad

Hitch-hikers Manual Britain

Europe - a Manual for Hitch-hikers

Travellers Survival Kit - USA and Canada

Travellers Survival Kit to the East

Travellers Survival Kit - Europe

Kibbutz Volunteer

Summer Employment Directory of the United States

Internships (On-the-Job Training Opportunities in the USA)

Emplois d'été en France

Jobs in the Gap Year (published by the Independent Schools Careers Organisation)

Working in France (free from the French Government Tourist Office, 178 Piccadilly, London W1V 0AL)

Working in Europe - how to get a job in another EEC member state, and what you should know before you accept it (published by the Department of Employment). Available free from any Jobcentre.

Study Abroad (published by UNESCO/HMSO)

7. Other useful publications

A Students' Guide to Europe by Caroline Jackson MEP (free from The European Democratic Group, 2 Queen Anne's Gate, London SW1H 9AA)

Sponsorships (published annually by COIC)

Charities Digest published by the Family Welfare Association - an alphabetical directory of charities, a few of which offer funds to specific categories of higher education student.

Address list



This is not a complete list of all higher education institutions in the United Kingdom - institutions not of direct relevance to those interested in degree courses with languages have been omitted.

UNIVERSITIES

University of Aberdeen, Aberdeen AB9 1FX

Tel: 0224 272090

Aston University, Aston Triangle, Birmingham B4 7ET

Tel: 021 359 3611

University of Bath, Claverton Down, Bath BA2 7AY

Tel: 0255 826826

The Queen's University of Belfast, Belfast, N. Ireland BT7 1NN

Tel: 0232 245133

University of Birmingham, PO Box 363, Birmingham B15 2TT

Tel: 021 414 3344

University of Bradford, Bradford, West Yorkshire BD7 1DP

Tel: 0274 733466

University of Bristol, Senate House, Bristol BS8 1TH

Tel: 0272 303030

Brunel University, Uxbridge, Middlesex UB8 3PH

Tel: 0895 74000

University of Cambridge, Intercollegiate Applications Office,

Kellett Lodge, Tennis Court Road, Cambridge CB2 1QJ

Tel: 0223 333308

City University, Northampton Square, London EC1V 0HB

Tel: 01 253 4399

University of Dundee, Dundee DD1 4HN

Tel: 0382 23181

University of Durham, Old Shire Hall, Durham DH1 3HP

Tel: 091 374 2000

University of East Anglia, Norwich, NR4 7TJ

Tel: 0603 56161

University of Edinburgh, Old College, South Bridge, Edinburgh

EH8 9YL Tel: 031 667 1011

University of Essex, Wivenhoe Park, Colchester CO4 3SQ

Tel: 0206 873666

University of Exeter, Exeter EX4 4QJ

Tel: 0392 263263

University of Glasgow, Glasgow G12 8QQ

Tel: 041 339 8855

Heriot-Watt University, Riccarton, Edinburgh EH14 4AS

Tel: 031 449 5111

University of Hull, Hull HU6 7RX

TEL: 0482 46311

University of Keele, Keele, Staffordshire ST5 5BG

Tel: 0782 621111

University of Kent, Canterbury, Kent CT2 7NZ

Tel: 0227 764000

University of Lancaster, University House, Lancaster LA1 4YW

Tel: 0524 65201

University of Leeds, Leeds LS2 9JT

Tel: 0532 333993

University of Leicester, University Road, Leicester LE1 7RH

Tel: 0533 522295

University of Liverpool, PO Box 147, Liverpool L69 3BX

Tel: 051 794 2000

University of London, Senate House, Malet Street, London WC1E

7HU Tel: 01 636 8000

King's College, Strand, London WC2R 2LS

Tel: 01 836 5454

Queen Mary & Westfield College, Mile End Road, London E1

4NS Tel: 01 980 4816

Royal Holloway & Bedford New College, Egham Hill, Egham,

Surrey TW20 0EX Tel: 0784 434455

School of Oriental & African Studies, Thornhaugh Street,

Russell Square, London WC1H 0XG Tel: 01 637 2388

School of Slavonic & East European Studies, University of

London, London WC1E 7HU Tel: 01 637 4934

University College, Gower Street, London WC1E 6BT

Tel: 01 387 7050

- University of Technology, Loughborough, Leicestershire
LE11 3TU Tel: 0509 263171
- University of Manchester, Manchester M13 9PL
Tel: 061 275 2000
- University of Manchester Institute of Science & Technology
(UMIST) PO Box 88, Manchester M60 1QD
Tel: 061 236 3311
- University of Newcastle upon Tyne, Newcastle upon Tyne
NE1 7RU Tel: 091 222 6141
- University of Nottingham, University Park, Nottingham NG7 2RD
Tel: 0602 484848
- The Oxford Colleges Admissions Office, University Offices,
Wellington Square, Oxford OX1 2JD Tel: 0865 270207
- University of Reading, Reading, Berkshire RG6 2AH
Tel: 0734 875123
- University of St Andrews, College Gate, St Andrews KY16 9AJ
Tel: 0334 76161
- University of Salford, Salford M5 4WT Tel: 061 736 5843
- University of Sheffield, Sheffield S10 2TN
Tel: 0742 768555
- University of Southampton, Highfield, Southampton SO9 5NH
Tel: 0703 595000
- University of Stirling, Stirling FK9 4LA Tel: 0786 73171
- University of Strathclyde, McCance Building, 16 Richmond Street
Glasgow G1 1XQ Tel: 041 552 4400
- University of Surrey, Guildford, Surrey GU2 5XH
Tel: 0483 571281
- University of Sussex, Sussex House, Falmer, Brighton BN1 9R
Tel: 0273 606755
- University of Ulster, Coleraine, County Londonderry,
Northern Ireland BT52 1SA Tel: 0265 44141
- University of Wales, University Registry, Cathays Park, Cardiff
CF1 3NS Tel: 0222 382656
- University College of Wales, PO Box 2, Aberystwyth, Dyfed
SY23 2AX Tel: 0970 623111
- University of Wales, Bangor, Gwynedd, LL57 2DG
Tel: 0248 351151

University of Wales College of Cardiff, PO Box 68, Cardiff
CF1 3XA Tel: 0222 874412

St David's University College, Lampeter, Dyfed SA48 7ED
Tel: 0570 422351

University College of Swansea, Singleton Park, Swansea SA2 8PP
Tel: 0792 205678

University of Warwick, Coventry CV4 7AL
Tel: 0203 523523

University of York, Heslington, York YO1 5DD
Tel: 0904 433533

POLYTECHNICS

Brighton Polytechnic, Moulsecombs, Lewes Road, Brighton
BN2 4AT Tel: 0273 600900

Bristol Polytechnic, Goldharbour Lane, Frenchay, Bristol
BS16 1QY Tel: 0272 656281

Coventry Polytechnic, Priory Street, Coventry CV1 5PB
Tel: 0909 891818

Hatfield Polytechnic, College Lane, Hatfield, Hertfordshire
AL10 9AA Tel: 07673 79000

Huddersfield Polytechnic, Queensgate, Huddersfield HD1 3DT
Tel: 0484 422288

Kingston Polytechnic, Penrhyn Road, Kingston upon Thames,
Surrey KT1 2BZ Tel: 01 546 1366

Lancashire Polytechnic, Preston PR1 2TF
Tel: 0772 290200

Leeds Polytechnic, Calverley Street, Leeds LS1 3HE
Tel: 0532 462903

Leicester Polytechnic, PO Box 143, Leicester LE1 5RH
Tel: 0533 761500

Leeds Polytechnic, PO Box 143, Leicester LE1 5RH
Tel: 0533 761500

Leeds Polytechnic, PO Box 143, Leicester LE1 5RH
Tel: 0533 761500

Leeds Polytechnic, PO Box 143, Leicester LE1 5RH
Tel: 0533 761500

City of London Polytechnic, 31 Jewry Street, London

EC3N 2EY Tel: 01 283 1030

The Polytechnic of East London, Romford Road, London

E15 4LZ Tel: 01 590 7722

The Polytechnic of North London, Holloway Road, London

N7 8DB Tel: 01 607 2789

South Bank Polytechnic, Borough Road, London SE1 0AA

Tel: 01 928 8989

Thames Polytechnic, Wellington Street, Woolwich, London

SE18 6PF Tel: 01 316 8000

Manchester Polytechnic, All Saints, Manchester M15 6BH

Tel: 061 228 6171

Middlesex Polytechnic, Bramley Road, Oakwood, London N14 4XS

Tel: 01 368 1299

Newcastle upon Tyne Polytechnic, Ellison Building, Ellison Place,

Newcastle upon Tyne NE1 8SF Tel: 091 2326002

Oxford Polytechnic, Headington, Oxford OX3 6BP

Tel: 0865 741111

Portsmouth Polytechnic, Ravelin House, Museum Road,

Portsmouth PO1 2JG Tel: 0705 827681

Sheffield City Polytechnic, Pond Street, Sheffield S1 1WB

Tel: 0742 720911

Polytechnic South West, Drake Circus, Plymouth PL4 8AA

Tel: 0752 400600

Staffordshire Polytechnic, College Road, Stoke on Trent ST4 2DE

Tel: 0782 764034

Sunderland Polytechnic, Langham Tower, Ryhope Road,

Sunderland SR2 7BE, Tyne and Wear Tel: 091 5952000

Teeside Polytechnic, Burnhope Road, High Burnhope, Darlington

TS20 3AX Tel: 061 2652215, 24 Lines (including Fax and

Telex) 061 2652215

Telex 061 2652215

Telex 061 2652215

Telex 061 2652215

Telex 061 2652215

Telex 061 2652215

COLLEGES/INSTITUTES OF HIGHER EDUCATION IN THE UCCA SYSTEM

(Apply on an UCCA form)

La Sainte Union College of Higher Education, The Avenue,
Southampton SO9 5HB Tel: 0703 228761

Liverpool Institute of Higher Education, Stand Park Road,
Liverpool L16 9JD Tel: 051 722 2361

College of Ripon & York St John, Lord Mayor's Walk, York
YO3 7EX Tel: 0904 656771

Roehampton Institute, Roehampton Lane, London SW15 5PU
Tel: 01 878 8117

Trinity & All Saints' College, Horsforth, Leeds LS18 5HD
Tel: 0532 584 341

COLLEGES/INSTITUTES OF HIGHER EDUCATION IN THE PGAS SYSTEM

(Apply on a PGAS form - but on a GREFF form for BEd (initial
teacher training) courses)

Anglia Higher Education College, East Road, Cambridge CB4 1PP
Tel: 0223 63271

Berkbed College of Higher Education, 37 Lansdowne Road,
Bedford MK44 0BZ Tel: 0234 51966

Buckinghamshire College of Higher Education, Rowland Park,
Gerrards Lane, Chesham St Giles, Bucks HP8 4NP
Tel: 02927 4300

Central Institute of Arts & Technology, East Road,
Luton LU1 3JH Tel: 0455 43000

Cambridge City Centre College, 100 St John Street,
Cambridge CB2 3RQ Tel: 0223 31100

Coventry & Warwickshire College of Higher Education, 100 St John Street,
Coventry CV1 1JH Tel: 0223 31100

Coventry & Warwickshire College of Higher Education, 100 St John Street,
Coventry CV1 1JH Tel: 0223 31100

Ealing College of Higher Education, St Mary's Road, Ealing
London W5 5RF Tel: 01 579 4111

Humberside College of Higher Education, Cottingham Road, Hull
HU6 7RT Tel: 0482 41451

Nene College, Moulton Park, Northampton NN2 7AL
Tel: 0604 715000

Southampton Institute of Higher Education, East Park Terrace,
Southampton SO9 4WW Tel: 0703 229381

Westminster College, North Hinksey, Oxford OX2 9AT
Tel: 0865 247644

COLLEGE NOT IN THE UCCA OR PCAS SYSTEMS

(Apply directly to the college)

Glasgow College of Technology, Cowcaddens Road, Glasgow
G4 0BA Tel: 041 332 7090

UNIVERSITIES CENTRAL COUNCIL ON ADMISSIONS

UCCA, PO Box 28, Cheltenham, Gloucestershire GL50 1HY

POLYTECHNICS CENTRAL ADMISSIONS SYSTEM

PCAS, PO Box 67, Cheltenham, Gloucestershire GL50 3SF

CENTRAL REGISTER AND CLEARING HOUSE

CRCH, 3 Crawford Place, London W1H 2BN

Notes

Language qualifications – and graduates – are likely to be in demand in the 1990s and beyond.

This book is packed with practical advice to enable young people who wish to extend their study of languages and to equip themselves with marketable linguistic skills to make an informed choice from the enormous range of degree courses on offer.

Ann King did a traditional modern language degree quite a few years ago. She now advises sixth formers on the wide range of degree courses on offer, and wishes she could have her time again.



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